



THE REPUBLIC OF UGANDA  
Ministry of Education and Sports

# SECONDARY SCHOOL ABRIDGED CURRICULUM FOR UGANDA

- ENGLISH
- HISTORY
- GEOGRAPHY
- CHRISTIAN RELIGIOUS EDUCATION
- ISLAMIC RELIGIOUS EDUCATION

## SENIOR 3



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE







**SECONDARY SCHOOL  
ABRIDGED CURRICULUM  
FOR UGANDA**

ENGLISH  
HISTORY  
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CHRISTIAN RELIGIOUS EDUCATION  
ISLAMIC RELIGIOUS EDUCATION

**SENIOR 3**



A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

**National Curriculum Development Centre**

P.O. Box 7002,  
Kampala- Uganda  
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## Foreword

The COVID-19 pandemic caused a disruption in our education system and made learners miss schooling for almost 18 months of the 2020-2021 schooling period. This has created a need to re-think what and how learners will learn when schools re-open.

The Ministry of Education and Sports through National Curriculum Development Centre (NCDC), has developed this abridged curriculum for Primary and Secondary schools in the country. This curriculum presents a selection of priority learning competences and concepts, along with psychosocial support, which should be the focus of instruction in the 2022 school year in order to achieve learning recovery.

This curriculum is not a departure from the existing curricula for the different classes but rather, a modification of the same with a purpose of recovering the lost learning time with minimum learning loss. It has been packaged for all Primary and Secondary classes with exception of Primary One, Senior One and Senior Five that will use the standard curriculum.

I therefore, recommend this abridged curriculum and ask all stakeholders to support its implementation as a strategic intervention towards the mitigation of the effects of COVID-19 pandemic on our education system. The effective implementation of this curriculum by the implementers will be a great milestone towards the recovery of lost learning time and giving hope and confidence to learners and teachers.



**Hon. Janet K. Museveni**

First Lady and Minister for Education and Sports

# Acknowledgement

National Curriculum Development Centre (NCDC) would like to express its most sincere appreciation to all those who worked tirelessly towards the development of the abridged curriculum for Primary and Secondary levels of education.

The Centre is indebted to the NCDC Governing Council and the Academic Steering Board whose guidance and input helped to develop quality curriculum materials.

Great thanks go to the Specialists, panel members, the Quality Assurance and Editorial Committees that invested heavily in the conceptualisation, development and quality assurance processes that collectively delivered the materials that we have here. Their efforts, extra energy and professionalism has been unmatched.

This abridged curriculum was developed with support from The Government of the Republic of Uganda, Save the Children, UNESCO, Uganda National Examinations Board (UNEBC), Directorate of Education Standards (DES), Universities, National Teachers Colleges (NTCs) and Primary Teachers Colleges (PTCs).

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for addressing the gaps. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or [www.ncdc.go.ug](http://www.ncdc.go.ug).



**Dr Grace K. Baguma**

DIRECTOR,

NATIONAL CURRICULUM DEVELOPMENT CENTRE

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# ENGLISH

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## INTRODUCTION

**GENERAL OBJECTIVE:** The learner should be able to communicate effectively in English Language using the four language skills of listening, speaking, reading and writing.

The learners who were in Senior Two in 2021 are expected to have covered the following areas: nouns and articles, words of quantity, comparisons, and different verbs forms. In the first weeks the teaching of the learners should begin with what is given below as the critical changes made, before progressing to the senior three work in the matrix after.

CRITICAL CHANGES MADE	JUSTIFICATION
<ul style="list-style-type: none"> <li>• Interrogative + infinitive</li> <li>• Conditional sentences</li> <li>• Indirect speech</li> <li>• Perfect Participle</li> <li>• Time clauses</li> <li>• The use of some and any</li> <li>• The use of ...going to...</li> <li>• The use of idioms</li> </ul>	<p>These concepts are critical for learners to be competent enough to engage in the work given for Senior Three in the matrix below.</p>

**NB.** It should be noted that during pair and group work, the learners should be given opportunities to listen and speak in English language.



DURATION	TOPIC AND COMPETENCY	OBJECTIVES /LEARNING OUTCOMES	KEY CONCEPTS	TEACHING/LEARNING METHODOLOGY	ASSESSMENT STRATEGY
	Summary writing Comprehension passages Grammatical aspects Functional writing	The learner should be able to: i) Express themselves appropriately and effectively in speech and written forms. ii) Comprehend what is given to them in written and aural forms. iii) Read and respond effectively to extracts on comprehension.	<b>Language Practices</b> <ul style="list-style-type: none"> <li>Know and use the general principles of summary writing</li> <li>Use of possessive, reflexive and other pronouns</li> <li>Use of noun-phrase modifiers</li> <li>Respond to negative questions/statements politely</li> <li>Use adjectives, adjectival phrases, compound words</li> </ul>	<ul style="list-style-type: none"> <li>Group and pair discussion</li> <li>Individual and group assignments</li> <li>Role play</li> <li>Demonstrations of how to use the identified grammar areas of focus</li> </ul>	<ul style="list-style-type: none"> <li>Written summary</li> <li>Written grammar work</li> </ul>

DURATION	TOPIC AND COMPETENCY	OBJECTIVES /LEARNING OUTCOMES	KEY CONCEPTS	TEACHING/LEARNING METHODOLOGY	ASSESSMENT STRATEGY
			and comparatives <ul style="list-style-type: none"> <li>• Use adverbs of degree</li> <li>• Use correct verb forms and language registers for various writing purposes</li> <li>• Use different kinds of writing i.e.; descriptive, narrative, argumentative</li> <li>• Words of quantity</li> <li>• The active and passive voices, the present and past perfect tenses, the future tense and the</li> </ul>		

DURATION	TOPIC AND COMPETENCY	OBJECTIVES /LEARNING OUTCOMES	KEY CONCEPTS	TEACHING/LEARNING METHODOLOGY	ASSESSMENT STRATEGY
			conditional structures • Relative clauses; • Defining and non-defining • Relative pronouns <b>Writing practices</b> • Letters (formal and informal) • Advertisements • Memos • A recipe • Minutes of a meeting		



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# HISTORY

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## ABRIDGED HISTORY SYLLABUS FOR SENIOR 3

The abridged History curriculum for Senior Four has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. The learners thus will acquire the knowledge and skills needed at the ordinary level of education despite the changes there in. It combines work of Senior Two that was not taught and that of Senior Three. It is advisable to use learner centered methodologies in order to cover a wider scope at a given time. This syllabus is for Senior Two. Teachers are further also to use the NCDC website: [www.ncdc.go.ug](http://www.ncdc.go.ug) for more information about abridged curriculum. The critical changes are highlighted in the tables below:

## HISTORY OF EAST AFRICA

SN	CRITICAL CHANGES	ACTION TAKEN	JUSTIFICATION
1	The Ngoni invasion/migration into East Africa.	left Out	This topic was taught during the brief period when the learners were at school before the closure.
2	The rise of Military states.	Content merged and covered in Formation of States in East Africa	This topic has similar content with the formation of states in East Africa.
3	Egyptian penetration of East Africa.	Left out	<ul style="list-style-type: none"> <li>• This topic has related concepts to the topic of scramble and partition of East Africa.</li> <li>• The Egyptians had less impact on the history of East Africa.</li> <li>• Their main areas of operation did not cover the whole of East Africa.</li> </ul>

SN	CRITICAL CHANGES	ACTION TAKEN	JUSTIFICATION
4	<p>African response to the establishment of colonial rule: Collaborators in Kenya:</p> <ul style="list-style-type: none"> <li>• Abaluyia of Wanga Kingdom under Nabong oMumia</li> <li>• Masai under Lenana</li> <li>• The Bukusu</li> <li>• The Luo</li> </ul> <p><b>Tanganyika:</b></p> <ul style="list-style-type: none"> <li>• The Nyamwezi</li> <li>• The Chagga</li> </ul>	Left out	This topic has similar objectives with African response in Uganda in the area of collaboration.
5	<p>Resistance in Kenya:</p> <ul style="list-style-type: none"> <li>• Nandi resistance</li> </ul>	Content left out	This topic has related concepts with resistance in Uganda.
6	<p>Resistance in Tanganyika:</p> <ul style="list-style-type: none"> <li>• Abushiri uprising</li> <li>• Hehe uprising</li> </ul>	Content left out	This topic has related concepts with resistance in Uganda.

SN	CRITICAL CHANGES	ACTION TAKEN	JUSTIFICATION
	ng • Majimajiu prising190 5–1907		
7	Colonial Administrative systems in Kenya	Content left out	This topic has related concept on methods of colonial administration with Uganda.
8	Colonial administrative systems in Tanganyika	Content left out	This topic has related concept on methods of colonial administration with Uganda.
9	The Uganda railway	Content left out	The concepts of this topic can be attained from other subjects especially geography since the ideas are related and geography is compulsory.
10	Agricultural development	Content left out	The concepts of this topic can be attained from other subjects especially geography and Agriculture as the ideas are related and geography is compulsory.
11	Industrial development	Content left out	The concepts of this topic can be attained from other subjects especially geography and entrepreneurship since the ideas are related.
12	Social development	Content left out	The concepts of this topic can be attained from other



SN	CRITICAL CHANGES	ACTION TAKEN	JUSTIFICATION
			subjects' like Geography, English, Religious Education and Entrepreneurship since the ideas are related.
14	World War I	Content merged with that of the World war II	<ul style="list-style-type: none"> <li>• The learner will attain the concept in the next sub-topic of World War II as they have similar content.</li> <li>• This topic has less impact on East Africa than world war II.</li> </ul>
15	Nationalism in Kenya	Content left out	<p>This topic has related concepts with nationalism in Uganda.</p> <p>The reasons and effects are similar between Uganda and Kenya.</p>
16	Devonshire white paper	Content left out	<p>This topic has related concepts with nationalism in Uganda.</p> <p>The reasons and effects are similar between Uganda and Kenya.</p>
17	Mau Mau rebellion	Content left out	<p>This topic has related concepts of the causes and effects of rebellions with those of Uganda which have been covered in the previous topic.</p>
18	Growth of	Content left out	<p>This topic has related</p>

SN	CRITICAL CHANGES	ACTION TAKEN	JUSTIFICATION
	nationalism in Tanganyika		concepts with nationalism in Uganda. The reasons and effects are similar between Uganda and Kenya.

# TOPIC 1: EXTERNAL CONTACTS AND PRESSURES 1800 - 1880

**GENERAL OBJECTIVE:** To enable learners to examine the impact of the external contacts on East Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
5	LONG DISTANCE TRADE IN EASTAFRICA	<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>i) Define Long Distance Trade.</li> <li>ii) Explain reasons for its development and expansion.</li> <li>iii) Describe the organisation of the Long Distance Trade.</li> <li>iv) Identify the role played by the different African societies in the Long Distance Trade.</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of Long Distance Trade (Caravan Trade).</li> <li>• Why Long Distance Trade developed and expanded in the 19th Century.</li> <li>• Organisation of the Long Distance Caravan Trade.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Story telling</li> </ul>

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
6	<b>SLAVE TRADE IN EAST AFRICA</b>	<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>i) Define the terms: “Slave Trade” and “Slavery”.</li> <li>ii) Identify reasons for the rise of slave trade in East Africa.</li> <li>iii) Describe the organisation of slave trade in East Africa.</li> <li>iv) Outline the effects of slave trade and explain the reasons why it was</li> </ul>	<ul style="list-style-type: none"> <li>• The role played by East African societies like Yao, Kamba, Nyamwez, Baganda, Banyoro in the development of the Long Distance Trade.</li> <li>• Definition of terms “Slave Trade” and “Slavery”.</li> <li>• Reasons for the rise of slave trade in East Africa.</li> <li>• Organisation of slave trade in East Africa.</li> <li>• Effects of slave trade.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise and show a film related to slave trade e.g. Roots.</li> <li>• Singing songs about slave trade.</li> </ul>

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
6	<b>EARLY EXTERNAL PRESSURES ON EAST AFRICA BY 1880</b>	<p>difficult to stop slave trade.</p> <p>v) Describe the steps taken to abolish slave trade.</p> <p>vi) List the effects of the abolition of slave trade.</p>	<ul style="list-style-type: none"> <li>• Reasons why it was difficult to stop slave trade.</li> <li>• Steps taken to abolish slave trade.</li> <li>• Effects of the abolition of slave trade.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Brainstorming</li> <li>• Research</li> <li>• Fieldtrips</li> </ul>
		<p><b>The learner should be able to:</b></p> <p>i) Identify the various external groups which had contacts with East Africa.</p> <p>ii) Identify the activities of the British, French and German traders on the East African coast.</p>	<ul style="list-style-type: none"> <li>• Various groups which had contacts with East Africa.</li> <li>• Activities of traders.</li> <li>• The role of trading companies in East African colonisation (i.e. Imperial British)</li> </ul>	

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
		stAfrican coast before 1860. iii) Identify the activities of the explorers. iv) Explain the role of explorer in the colonisation of East Africa. v) Explain the initial African reaction to the outsiders.	East African Company, German East African Company.) • Activities of explorers. • The role of explorers in colonisation of East Africa • Initial African reaction to outsiders.	

## TOPIC 3: EUROPEAN IMPERIALISM IN EAST AFRICA

**GENERAL OBJECTIVE:** To enable learners understand the nature and impact of European Imperialism.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
5	<b>SCRAMBLE AND PARTITION OF EAST AFRICA</b>	<p>The learner should be able to:</p> <p>i) Define the terms: “Scramble and Partition”.</p> <p>ii) Identify European powers that colonised East Africa.</p> <p>iii) Explain the causes of the scramble and partition of East Africa.</p> <p>iv) Outline the methods</p>	<ul style="list-style-type: none"> <li>• Definition of the terms “Scramble and Partition”.</li> <li>• European powers in East Africa.</li> <li>• Causes of scramble and partition of East Africa.</li> <li>• Methods used by European powers in establishing colonial rule in East Africa e.g. the Anglo-German Treaties.</li> <li>• Effects of the Scramble and</li> </ul>	<ul style="list-style-type: none"> <li>• Simulate a scrambling scene in class.</li> <li>• Organise a debate on the effects of scramble and partition.</li> </ul>

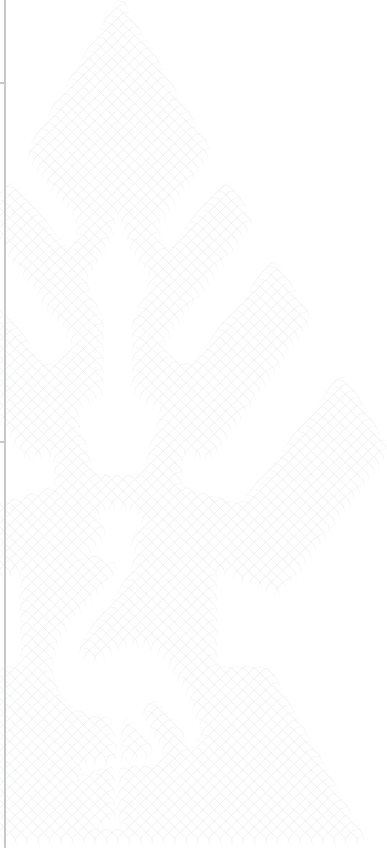
5	<p><b>THE ESTABLISHMENT OF COLONIAL RULE IN EAST AFRICA</b></p>	<p>v) Explain the effects of the partition.</p> <p>i) Explain the methods used in establishing colonial rule.</p> <p>ii) Identify the use of treaties/ agreements in the establishment of colonial rule.</p> <p>iii) Explain the use of military force as a method of establishing colonial rule in East Africa.</p>	<p>Partition of East Africa.</p>	<ul style="list-style-type: none"> <li>• Guide learners to discuss the importance of making written Agreements</li> </ul>
		<p>i) Explain the methods used in establishing colonial rule.</p> <p>ii) Identify the use of treaties/ agreements in the establishment of colonial rule.</p> <p>iii) Explain the use of military force as a method of establishing colonial rule in East Africa.</p>	<ul style="list-style-type: none"> <li>• Methods used in the establishment of colonial rule.</li> <li>• Treaties and agreements used in establishing colonial rule in East Africa:             <ul style="list-style-type: none"> <li>- The Buganda Agreement.</li> <li>- Toro Agreement</li> <li>- Ankole Agreement</li> </ul> </li> </ul>	



<p><b>3</b></p>	<p><b>THE BUGANDA AGREEMENT OF 1900</b></p>	<p>The learner should be able to:</p> <p>i) Define the Buganda Agreement of 1900.</p> <p>ii) State reasons why the Buganda Agreement was signed.</p> <p>iii) Explain the terms of the Buganda Agreement of 1900.</p> <p>iv) State the significance of the Buganda Agreement of 1900.</p>	<ul style="list-style-type: none"> <li>• Definition of the Buganda Agreement.</li> <li>• Why the Buganda Agreement was signed.</li> <li>• Terms of the Buganda Agreement.</li> <li>• Significance of the Buganda Agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learner stores each on the terms and significance of the Buganda Agreement of 1900.</li> </ul>
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PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
8	<b>AFRICAN RESPONSE TO THE ESTABLISHMENT OF COLONIAL RULE</b> <ul style="list-style-type: none"> <li>Collaborators</li> </ul>	The learner should be able to: <ol style="list-style-type: none"> <li>Identify the forms of response to the establishment of colonial rule.</li> <li>Define the term “Collaboration”.</li> <li>Explain the reasons why some Africans Collaborated.</li> <li>Explain how they Collaborated.</li> <li>(ii) Identify the effects of collaboration on Uganda.</li> </ol>	<ul style="list-style-type: none"> <li>Collaborators in East Africa.</li> <li>Definition of the term “Collaboration”.</li> <li>Why some African Chiefs collaborated.</li> <li>How they collaborate in:               <ul style="list-style-type: none"> <li><b>Uganda</b> <ul style="list-style-type: none"> <li>Apollo Kaggwa</li> <li>Semei Kakungulu</li> <li>Nuwa Mbaguta</li> <li>Omukama Kasagama</li> <li>Mwanga (as a collaborator)</li> </ul> </li> </ul> </li> </ul>	Discuss with the learner the strengths and weaknesses of collaborators and resistors in Africa.

3	<p><b>COLONIAL ADMINISTRATION SYSTEM IN UGANDA</b></p>	<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>i) Define the term “Indirect Rule”.</li> <li>ii) Explain why indirect rule was used in Uganda.</li> <li>iii) Explain how indirect rule was used in Uganda.</li> </ol>	<ul style="list-style-type: none"> <li>• Definition of indirect rule</li> <li>• Why the British used indirect rule in Uganda.</li> <li>• How indirect rule was applied and the role of Captain Fredrick Lugard in Uganda</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion. Debate.</li> </ul>
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### TOPIC 3: ECONOMIC, SOCIAL AND POLITICAL DEVELOPMENTS IN EAST AFRICA DURING THE COLONIAL PERIOD

**GENERAL OBJECTIVE:** The learner should be able to appreciate the economic, social and political developments of East Africa during the colonial period.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
2	<b>POLITICAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• The Closer Union/Federation of East Africa.</li> </ul>	The learner should be able to: <ol style="list-style-type: none"> <li>State the need for closer union.</li> <li>Describe the steps taken to bring about closer union.</li> <li>Outline the reasons for the failure to achieve a closer union.</li> </ol>	<ul style="list-style-type: none"> <li>◆ The need for closer union.</li> <li>◆ Attempts on what? at closer union.</li> <li>◆ Failure to achieve closer union.</li> </ul>	Discuss with learners the benefits of East African integration.
3	<b>THE FORMATION OF THE EAST AFRICAN COM</b>	The learner should be able to: <ol style="list-style-type: none"> <li>Outline the reasons for the formation of the East African</li> </ol>	<ul style="list-style-type: none"> <li>◆ Reasons for the formation of the East African</li> </ul>	Discussion. Research.

<p><b>MONSERVICESORG ANISATION1948(E. A.C.S.O)</b></p>	<p>Common Organisation.</p> <p>ii) Outline the achievements and weaknesses of the East African Common Services Organisation 1948.</p> <p>iii) Explain the reasons why the East African Common Services Organisation collapsed.</p>	<p>Common Services Organisation.</p> <ul style="list-style-type: none"> <li>◆ Achievements and weaknesses of East African Common Services Organisation.</li> <li>◆ The collapse of the East African Common Services Organisation.</li> </ul>	<p>Common Services Organisation.</p> <ul style="list-style-type: none"> <li>◆ Achievements and weaknesses of East African Common Services Organisation.</li> <li>◆ The collapse of the East African Common Services Organisation.</li> </ul>

### TOPIC 4: WORLD WAR I (1914–1918) AND WORLD WAR II (1939–1945)

**GENERAL OBJECTIVE:** The learner should be able to understand the impact of the World Wars on the peoples of East Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
3	<b>WORLD WAR II 1939–1945.</b>	<p>The learner should be able to:</p> <p>i) Identify the East African countries involved in World War II.</p> <p>ii) Outline reasons for East Africa's involvement in the war.</p> <p>iii) Explain how the war affected East Africa politically, socially and economically.</p>	<ul style="list-style-type: none"> <li>◆ Countries involving in World War II.</li> <li>◆ Why East Africa was involved in World War II.</li> <li>◆ How the war affected the growth of nationalism in East Africa, socially and economically.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Recap of World War I.</li> <li>❖ Story telling.</li> <li>❖ Discussion.</li> <li>❖ Video show.</li> <li>❖ Drama.</li> </ul>

## TOPIC 5: THE STRUGGLE FOR INDEPENDENCE IN EAST AFRICA

**GENERAL OBJECTIVE:** The learner should be able to understand the process leading to the independence of the East African countries.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
7	<b>NATIONALISM IN UGANDA</b>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>i) Identify the factors responsible for the rise of Nationalism</li> <li>ii) Describe political Developments in Uganda.</li> <li>iii) Identify the causes and effects of the Kabaka crisis (1953–1955).</li> <li>iv) Explain the role played by the following political parties in the struggle for</li> </ul>	<ul style="list-style-type: none"> <li>• Factors responsible for the rise of Nationalism in Uganda.</li> <li>• Political developments in Uganda.</li> <li>• The causes and effect of the Kabaka crisis 1953 – 1955.</li> <li>• The role played by each of the following political parties in the independence struggle. UNC, UPC, DP, KY.</li> <li>• The role played by selected personalities</li> </ul>	<ul style="list-style-type: none"> <li>• Debate.</li> <li>• Storytelling.</li> <li>• Discuss with learners the role of political parties in a multi-party system.</li> </ul>

		<p>independence:</p> <ul style="list-style-type: none"> <li>- Uganda National Congress (UNC).</li> <li>- Uganda People's Congress (UPC).</li> <li>- Democratic Party (DP).</li> <li>- Kabaka Yekka (KY)</li> </ul> <p>v) Mention the difficulties faced in the struggle for independence</p> <p>vi) Explain the factors that facilitate the attainment of independence in Uganda</p>	<p>in the independence struggle</p> <ul style="list-style-type: none"> <li>- Ignatius Musasaazi.</li> <li>- A.M. Obote.</li> <li>- Ben Kiwanuka.</li> <li>• Difficulties in the struggle for independence.</li> <li>• Factors that facilitated the attainment of independence in Uganda.</li> </ul>
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# GEOGRAPHY

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## SENIOR THREE ABRIDGED GEOGRAPHY SYLLABUS

### Introduction

The abridged Geography Syllabus for Senior Three has been designed to address the learning gaps that were created as a result of the Covid 19 pandemic. Critical content has been sorted and put together to be taught in a period of one year. The syllabus combines work which was not taught in Senior Two before the lock down and that for Senior Three. It is hoped that the content areas included in this syllabus will enable the learner to acquire the target knowledge, skills and values for the ordinary level of education. Use a variety of methodologies that can facilitate accelerated learning. For further support, use the home study materials on the NCDC website: [www.ncdc.go.ug](http://www.ncdc.go.ug)

The critical changes are highlighted in the table below.

### CRITICAL CHANGES IN THE SYLLABUS

SN	CRITICAL CHANGES	JUSTIFICATION
1	Left out the topic of Inland water transport: A Case study of the Great Lakes and St. Lawrence Seaway	<ul style="list-style-type: none"> <li>Lessons to be learnt in the topic will be covered in Senior 3, Term One; and in S4 Term Three; Development of inland water transport.</li> </ul>
2	Left out the topic of The Development of a semi-arid environment: A case study of Southern California	<ul style="list-style-type: none"> <li>The content and lessons to be learnt in the topic will be covered in Senior 4 Term One; Irrigation farming in Africa.</li> </ul>
3	Left out the Sub- topic of folding in the formation of landforms in east Africa	<ul style="list-style-type: none"> <li>This is not a major process in the formation of East Africa's landscape. Related content to be covered in Senior 4 in the rest of Africa.</li> </ul>
4	Left out the Sub-topic of natural vegetation of East Africa	<ul style="list-style-type: none"> <li>Related content to be covered in Topic 47, S4: Major vegetation types and their characteristics</li> </ul>
5	Left out the topic of Agriculture in East Africa	<ul style="list-style-type: none"> <li>Related content to be covered in Topic 49, S4: Agricultural practices in Africa</li> </ul>

SN	CRITICAL CHANGES	JUSTIFICATION
6	Left out the topic of Mining in East Africa	<ul style="list-style-type: none"> <li>Related content to be covered in Topic 53, S4: Development of the mining industry in Africa</li> </ul>
7	Left out the topic of Industrial development in East Africa	<ul style="list-style-type: none"> <li>Related content to be covered in Topic 54, S4: Industrial development in Africa</li> </ul>
8	Left out the topic of Fishing In East Africa	<ul style="list-style-type: none"> <li>Related content to be covered in Topic 55, S4: Fishing industry in Africa</li> </ul>
9	Left out the topic of The development of towns and ports in East Africa	<ul style="list-style-type: none"> <li>Content partly covered in Senior One - The growth of New York.</li> <li>Other related content to be covered in Topic 57, S4: Development of urban centres in Africa</li> </ul>
10	Left out the topic of Transport, Communication and trade in East Africa	<ul style="list-style-type: none"> <li>Related content to be covered in Topic 58, S4: Development of trade in Africa &amp; Topic 56: Development of transport and communication in Africa</li> </ul>
11	Left out topics of Photograph interpretation & Field work	<ul style="list-style-type: none"> <li>Integrated in all topics across the syllabus</li> </ul>
12	Left out the Sub topic of Types of farming in Switzerland & Agriculture in the Rhine rift valley	<ul style="list-style-type: none"> <li>Lessons expected to be learnt from these sub topics will be learnt from farming in the Netherlands</li> </ul>
13	Merged the sub-topic of Land reclamation in the Netherlands with <b>Agriculture in the Netherlands</b>	<ul style="list-style-type: none"> <li>The two are related and enable the learner to learn how technology can be used to develop farming even in areas with limited farmland.</li> </ul>
14	Left out the topic on Belgium and Luxembourg.	<ul style="list-style-type: none"> <li>Lessons expected to be learnt from the two countries can be learnt from Case studies taken from Switzerland, Germany and the Netherlands.</li> </ul>

## TOPIC: EAST AFRICA: LOCATION, SIZE AND COMPOSITION OF EAST AFRICA

Duration: 8 Periods

### General Objective:

By the end of the topic, the learner should be able to describe the position, composition and relief of East Africa.

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
Location, Size and Composition of East Africa	<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>Describe the location, size and composition of East Africa.</li> <li>Use statistics, graphs or charts to analyse the size of East Africa</li> </ol>	<ul style="list-style-type: none"> <li>Location of East Africa:               <ul style="list-style-type: none"> <li>Latitude and longitude</li> <li>Surrounding countries</li> </ul> </li> <li>Member countries and major physical features</li> <li>The size of East Africa</li> </ul>	<ul style="list-style-type: none"> <li>Present a map/text book /atlas of East Africa and ask learner to:               <ul style="list-style-type: none"> <li>identify the countries of East Africa,</li> <li>describe the position of East Africa.</li> </ul> </li> <li>Learners copy the map in their note books.</li> <li>Present a table with</li> </ul>	<ol style="list-style-type: none"> <li>Ask learners to distinguish between East Africa, Eastern Africa and the East African Community.</li> <li>Task learners to estimate the proportion/fraction of East Africa covered by each country. They rank the countries of East Africa by</li> </ol>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Relief regions of East Africa</b>	a. Locate the major relief regions of East Africa on a map b. Describe the major relief	<ul style="list-style-type: none"> <li>• Relief regions:                             <ul style="list-style-type: none"> <li>○ Coastal plain</li> <li>○ The Eastern/Nyika plateau</li> <li>○ Rift valley</li> <li>○ Central /Lake plateau</li> </ul> </li> </ul>	statistics about the areas (size) of individual countries of East and ask learners to draw a bar graph or pie chart to represent this. <ul style="list-style-type: none"> <li>• Observe the learners as they draw the graph/ pie chart and note how well they do it. Give the necessary support.</li> </ul>	size.
			<ul style="list-style-type: none"> <li>• Present a wall map/chalkboard map/text book /atlas map showing the relief regions of east Africa and ask learner to:</li> </ul>	1. Give a map showing the relief regions of East Africa(not named) and ask question about this; e.g. a) Learners

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>The learner should be able to:</p> <p>regions of East Africa</p> <p>c. Recognize relief regions on photographs.</p> <p>d. Analyze the influence of relief on people's ways of life</p>	<ul style="list-style-type: none"> <li>o Highlands</li> <li>• Characteristics of relief regions</li> <li>• Influence of relief on people's ways of life</li> </ul>	<ul style="list-style-type: none"> <li>o identify the relief regions,</li> <li>o Suggest reasons why each region is named so.</li> <li>• Learners copy the map in their note books.</li> <li>• Learners work in groups to carry out research on characteristics of the main relief regions of East Africa and the influence of each on people's ways of life.</li> <li>• Groups present their findings in a</li> </ul>	<p>name the relief regions.</p> <p>b) They choose any three relief regions and explain the main human activities carried out in each.</p> <p>2. Give out photographs from different relief regions and ask questions about these; e.g.</p> <p>a) Learners describe the relief of the area shown in each</p>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>whole class discussion.</p> <ul style="list-style-type: none"> <li>Summarise their report on the chalkboard and correct mistakes if any.</li> </ul>	<p>photo.</p> <p>b) They identify human activities in each photograph and explain how they are related to the relief.</p> <p>c) They suggest the relief region from which each photo could have been taken.</p>



## TOPIC: ROCKS OF EAST AFRICA

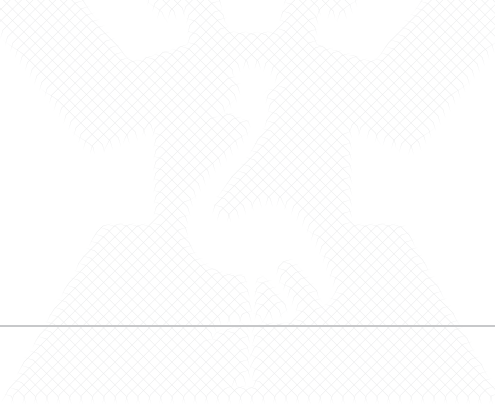
**Duration:** 6 Periods

### General Objective:

By the end of the topic, the learner should be able to identify the major types of rocks in East Africa and explain their formation and economic importance.

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Types of rocks</b>	<p>The learner should be able to:</p> <p>a) Identify each main type of rock in East Africa</p> <p>b) Use diagrams to explain how each rock type is formed</p> <p>c) Describe the characteristics of each main type of rock</p> <p>d) Locate the main types of rocks on the map of East</p>	<ul style="list-style-type: none"> <li>• Types of rocks and their formation:               <ul style="list-style-type: none"> <li>○ Igneous rocks</li> <li>○ Sedimentary rocks</li> <li>○ Metamorphic/changed rocks</li> </ul> </li> <li>• Characteristics of each type of rock</li> <li>• Distribution of rock types in East Africa</li> <li>• Effects of rocks on people's ways of life</li> </ul>	<ul style="list-style-type: none"> <li>• If possible, show samples of some of the main types of rock and ask learners to identify any differences they can see.</li> <li>• In pairs, learners discuss and explain what they understand by a rock and present their views to the whole class.</li> <li>• Explain that every rock is a combination of minerals.</li> <li>• Through discussion, use diagrams to explain how</li> </ul>	<ol style="list-style-type: none"> <li>1. Give a task for learners to imagine they live in an area with one of the rock types. They suggest how the rocks would affect life in their own communities.</li> <li>2. Give a task for learners to individually</li> </ol>



	<p>Africa</p> <p>e) Analyse the effects of rocks on people's ways of life</p>		<p>the three main types of rock are formed:</p> <ul style="list-style-type: none"> <li>○ Igneous/volcanic rock</li> <li>○ Sedimentary rocks</li> <li>○ Metamorphic rocks</li> </ul> <ul style="list-style-type: none"> <li>● Using the map of relief regions of East Africa, ask learners to suggest the main type of rock in each region.</li> <li>● Guide learners to draw a map showing the distribution of rocks in East Africa.</li> <li>● In Groups, learners carry out a field work study of a local area to identify rocks in the area. They discuss the influence of rocks on human activities.</li> <li>● Groups share their reports in a whole class discussion.</li> </ul>	<p>explain the formation of the major rock types.</p>
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## TOPIC: PROCESSES RESPONSIBLE FOR THE FORMATION OF LANDFORMS IN EAST AFRICA

**Duration:** 32 Periods

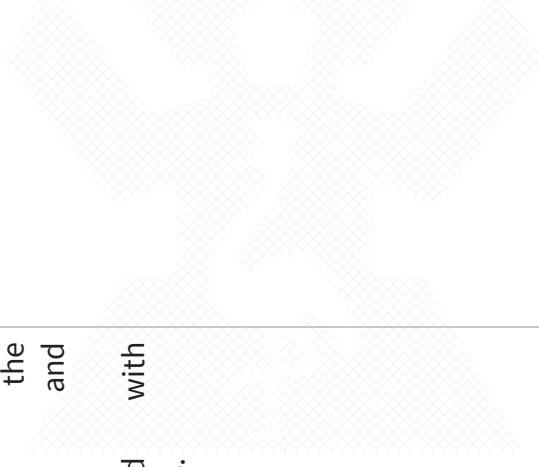
### General Objective:

By the end of the topic, the learner should be able to analyse the forces responsible for the formation of landforms in East Africa and the effects of the landforms on human activities.


SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Faulting</b>	a) The learner should be able to: Explain the meaning and causes of faulting b) Identify the relief features resulting from faulting c) Use diagrams to explain the formation of faulted landforms d) Locate features formed by faulting	<ul style="list-style-type: none"> <li>• Meaning and nature of faulting</li> <li>• Features resulting from faulting:               <ul style="list-style-type: none"> <li>○ Rift valleys</li> <li>○ Block mountains</li> <li>○ Escarpments</li> <li>○ Rift valley lake basins</li> </ul> </li> <li>• Benefits and problems associated with</li> </ul>	<ul style="list-style-type: none"> <li>• Show diagrams of tensional and compressional forces.</li> </ul> Ask, if a fault or crack occurs, what might happen to the land along the fault line? <ul style="list-style-type: none"> <li>• Explain with diagrams: types of faults; and the main effects of faulting on landscape including rift valleys, Block Mountains and</li> </ul>	1. (a). Give a task for learners to draw a sketch map of East Africa showing the distribution of faulted landforms. (b). Learners use diagrams to explain how <b>two</b> any landforms

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>on a map of East Africa</p> <p>e) Recognise faulted landforms on photographs</p> <p>f) Explain the benefits and problems associated with features formed by faulting</p>	<p>faulted landforms</p>	<ul style="list-style-type: none"> <li>• Through questioning, guide the learners to explain what is meant by faulting.</li> <li>• Show a map of East Africa and ask learners to identify where the rift valleys and Block Mountains are found.</li> <li>• Learners copy the map into their notebooks.</li> <li>• Guide learners in a discussion on the benefits and problems associated with faulting.</li> <li>• Learners individually conduct a library or internet research on other features</li> </ul>	<p>shown on the map were formed.</p> <p>2. Give photographs from a faulted area and ask learners to:</p> <p>a) Identify the landforms shown in the photograph.</p> <p>b) Identify the human activities carried out in the area.</p> <p>c) Explain how the human activities are affected by</p>

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Vulcanicity</b>	a) Explain the meaning and cause of vulcanicity. b) Identify the relief features formed due to extrusive and intrusive eruptions. c) Use diagrams to explain the formation of volcanic features. d) Draw a map to show the distribution of volcanic features in East Africa.	<ul style="list-style-type: none"> <li>• Igneous features; Extrusive: mountains, Plugs/Necks, Calderas, plateaus</li> <li>• Intrusive features: Batholiths , Sills, Dykes</li> <li>• Benefits and problems associated with igneous features</li> </ul>	resulting from faulting and make notes about them. <ul style="list-style-type: none"> <li>• Build on learners' knowledge of volcanicity learnt in primary school.</li> <li>• Ask: what happens when molten rock material rises to the earth's surface and where does this occur in East Africa?</li> <li>• Using diagrams and questioning, guide learners to explore how volcanoes, including volcanic mountains, craters, calderas, plugs etc are formed.</li> </ul>	the landforms. <ol style="list-style-type: none"> <li>1. Give an exercise about the formation of volcanic features and the advantages and dangers of living in a volcanic area.</li> <li>2. Give learners photographs of volcanic areas and ask questions about these.</li> </ol>

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>e) Recognise volcanic features on photographs.</p> <p>f) Explain the benefits and problems associated with volcanoes.</p>		<ul style="list-style-type: none"> <li>Using diagrams explain how sometimes molten rock may fail to reach the earth's surface and the features formed when it cools and solidifies inside the crust/underground e.g. batholiths, sills and dykes.</li> <li>Explain that these are called intrusive igneous landforms.</li> <li>Guide learners to understand the meaning of vulcanicity.</li> <li>Using a chalk board map/textbook map/atlas map guide learners to explore the</li> </ul>	

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Warping</b>	a. Explain what warping is and the forces that cause it. b. Draw diagrams to explain the effects of down warping on landscape. c. Locate down warped lake basins on a map. d. Analyse influence of down warping	<ul style="list-style-type: none"> <li>Down warped lake basins</li> <li>Benefits and problems associated with down warped lake basins</li> </ul>	distribution of igneous features in East Africa. Learners copy and label the map. <ul style="list-style-type: none"> <li>Learners suggest the advantages and problems of living in a volcanic area.</li> </ul> <ul style="list-style-type: none"> <li>Basing on the knowledge of relief regions of East Africa, Ask: How much of East Africa is a plateau? What are the characteristics of these plateaus?</li> <li>Using a diagram, explain how the plateau can be warped or sag in slightly in some places.</li> </ul>	1. Give a task for learners to use a diagram(s) to explain the effects of down warping on landscape in East Africa. 2. Task learners to explain the benefits the people of East Africa get from

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>on the drainage and resources of East Africa.</p>		<ul style="list-style-type: none"> <li>Learners suggest where this has happened most in East Africa.</li> <li>Learners copy the diagram and summarise the process of down warping in their notebooks.</li> <li>Challenge learners to draw a map showing down warped lake basins in east Africa.</li> <li>In groups, learners discuss the benefits and problems of down warped lakes.</li> </ul>	<p>down warped lake basins.</p>
<p><b>DENUDDATION:</b> <b>Weathering</b></p>	<p>a. Explain what weathering is. b. Explain the different types of</p>	<ul style="list-style-type: none"> <li>Types of weathering:                             <ul style="list-style-type: none"> <li>Physical/mechanical</li> <li>Chemical</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Present samples of unweathered rock and loose rock material or soil and ask learners to</li> </ul>	<p>1. Give an exercise to draw a tree diagram to summarise the</p>



SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	weathering. c. Outline the factors influencing weathering d. Explain the effects of weathering on rocks relief. e. Analyse the effects of weathering on human activities.	<ul style="list-style-type: none"> <li>○ Biological</li> <li>● Factors influencing weathering:               <ul style="list-style-type: none"> <li>○ Nature of the rock,</li> <li>○ Climate,</li> <li>○ Relief,</li> <li>○ Human activities,</li> <li>○ Time</li> </ul> </li> </ul>	examine them. ● Explain that the loose material was at one time a hard rock material. ● Challenge learners to explain how the rock material could have broken into the loose material. ● Through discussion, explain that the process by which rocks are broken down into loose material is called <b>weathering</b> ● Explain the main types of weathering ,their processes and conditions under which each takes	types of weathering. Learners briefly explain any <b>two</b> processes of each type of weathering. 2. Task learners to write a short essay on how weathering affects the activities of people in their own community.



SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>place:</p> <p>i) Physical weathering: Block disintegration, Frost action, Exfoliation.</p> <p>ii) Chemical weathering: Oxidation, Carbonation, Hydration, Hydrolysis</p> <p>iii) Biological weathering: Wedging action of plant roots, Work of burrowing animals.</p> <ul style="list-style-type: none"> <li>• In groups, learners conduct a field study of a local area to identify the effects of</li> </ul>	

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			weathering on relief and human activities • Groups present reports in a whole class discussion.	

### TOPIC: RIVERS AND DRAINAGE PATTERNS IN EAST AFRICA

**Duration:** 10 Periods

**General Objective:**

By the end of the topic, the learner should be able to explain the development of a river valley and the economic importance of rivers.

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	The learner should be able to: a) Identify the processes of river erosion and transportation b) Describe the long	• River erosion and resultant features • River	• Through questioning, challenge learners to explain what a river is and how rivers form.	1. Provide a survey map of a highland/hilly

	<p>profile of a river</p> <p>c) Recognise features of a river valley and drainage patterns on survey maps and photographs</p> <p>d) Locate the major rivers of East Africa on a map</p> <p>e) Analyse the importance of rivers to development of East Africa.</p> <p>f) Describe the major drainage patterns in East Africa</p>	<p>transportation</p> <ul style="list-style-type: none"> <li>• River deposition and resultant features</li> <li>• Stages/the long profile of a river</li> <li>• Drainage patterns             <ul style="list-style-type: none"> <li>• Economic importance of rivers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ask: Where in East Africa are rivers likely to start?</li> <li>• Learners name any three rivers they know in each country of East Africa.</li> <li>• List these on the chalkboard.</li> <li>• Present a wall map, atlas map or chalkboard map showing the main rivers of East Africa and task the learners to identify the rivers they have mentioned and to draw the map in their notebooks.</li> <li>• If possible, guide learners to visit a nearby river or stream and observe how it erodes the land; carries its load, and where it deposits its load.</li> <li>• Through discussion, guide learners to explore the processes of river:</li> </ul>	<p>or dissected plateau area. Use this to ask questions on the main drainage patterns.</p> <p>2. Ask learners to think of any one river they know and explain how:</p> <p>(i) Useful it is to people living around it.</p> <p>(ii) It negatively affects people living around it.</p>
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		<ul style="list-style-type: none"> <li>○ Erosion,</li> <li>○ Transportation,</li> <li>○ Deposition; and features resulting from each.</li> </ul> <p><b>Stages/courses of a river</b></p> <ul style="list-style-type: none"> <li>● Using diagrams and photos explain the main stages of a river course and features found in each: Youthful stage, mature stage, and old stage.</li> <li>● Learners draw diagrams and use these to explain how each feature is formed.</li> </ul> <p><b>Drainage patterns</b></p> <ul style="list-style-type: none"> <li>● Show diagrams or topographic survey maps of different areas and challenge learners to work in groups to identify the main rivers and their tributaries.</li> <li>● In groups, learners describe how each river and its</li> </ul>			
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tributaries are arranged on the ground over which they flow.

- Explain that the plan formed on the ground by rivers and their tributaries is called a **drainage pattern**.
- Learners individually draw diagrams of main drainage patterns in East Africa in their notebooks and write a description of each:
  - Dendritic,
  - Radial,
  - Trellis, and
  - Centripetal patterns
- In groups, learners discuss the benefits and problems associated with rivers.
- Group share their ideas in a whole class discussion.

## TOPIC: THE SOILS OF EAST AFRICA

Duration: 12 Periods

### General Objective:

By the end of the topic, the learner should be able to identify the major types of soil, explain of soil formation and development and evaluate the different methods of soil conservation and management.

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Types of Soil</b>	The learner should be able to: <ol style="list-style-type: none"> <li>Describe different constituents of soil.</li> <li>Identify the different types of soil.</li> <li>Describe the characteristics of the different types of soil</li> </ol>	<ul style="list-style-type: none"> <li>● Components of soil:               <ul style="list-style-type: none"> <li>○ soil particles</li> <li>○ soil air</li> <li>○ soil water</li> <li>○ inorganic matter</li> <li>○ organic matter</li> <li>○ soil organisms</li> </ul> </li> <li>● Major types of soil               <ul style="list-style-type: none"> <li>○ loam soil</li> <li>○ clay soil</li> <li>○ sandy soil</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Build on the learners' knowledge of soil acquired in primary school.</li> <li>● Through questioning guide learners to revise the component of soil.</li> <li>● Present samples of the main soil types and task learners to work in groups to and identify each type.</li> <li>● Explain that soil is divided into three main</li> </ul>	<ol style="list-style-type: none"> <li>Task learners to write short notes on the main types of soil.</li> </ol>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Soil formation and development</b>	<p>a. Explain the key terms related to soil.</p> <p>b. Explain the main processes of soil formation and development.</p>	<ul style="list-style-type: none"> <li>● Soil formation and development:                             <ul style="list-style-type: none"> <li>○ Weathering,</li> <li>○ Soil profile,</li> <li>○ Soil catena</li> </ul> </li> </ul>	<p>types: Loam soil, Clay soil, Sandy soil</p> <ul style="list-style-type: none"> <li>● Using the same soil samples, learners suggest materials from which soil is formed.</li> <li>● Through brainstorming, guide learners to revise rock weathering and how it leads to formation of soil.</li> <li>● Explain how soil is formed from the remains of living things; especially vegetation.</li> <li>● Present a chalk board/textbook diagram of a simple soil profile and ask learners to draw it in their</li> </ul>	<p>2. Give an exercise for the learners to explain the meaning of the following terms:</p> <ol style="list-style-type: none"> <li>a) Soil profile</li> <li>b) Soil texture</li> <li>c) Soil structure</li> <li>d) Soil catena</li> </ol>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>notebooks, identify and name the layers.</p> <ul style="list-style-type: none"> <li>• Explain that sometimes the <b>soil profile</b> may have a hard stony reddish-brown layer in the sub soil. This is called laterite.</li> <li>• Guide learners to understand n how laterite is formed; by leaching.</li> <li>• Ask learners whether they have ever seen a garden on a hill slope or moved along a hill slope from the valley up to the hill top.</li> <li>• Ask: Was the same type of soil is found along the hill from the bottom to</li> </ul>	



SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Soil erosion and Soil conservation in East Africa</b>	<p>a. Describe the major forms of soil erosion.</p> <p>b. Explain the causes of soil erosion and its effects on the</p>	<ul style="list-style-type: none"> <li>● Major forms of soil erosion:               <ul style="list-style-type: none"> <li>○ splash erosion</li> <li>○ Sheet erosion</li> <li>○ rill erosion</li> <li>○ gully erosion</li> </ul> </li> <li>● Causes of soil erosion               <ul style="list-style-type: none"> <li>○ Relief</li> <li>○ climate</li> </ul> </li> </ul>	<p>the hill top?</p> <ul style="list-style-type: none"> <li>● Using a diagram, explain a <b>soil catena</b>.</li> <li>● Learners copy the diagram and annotate it.</li> <li>● In groups, learners discuss and suggest why soil changes with height even over a small area.</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide an outline map of East Africa and task learners to locate major areas experiencing soil erosion.</li> <li>2. Give an exercise on the causes</li> </ol>

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>c. Locate areas affected by soil erosion in East Africa.</li> <li>d. Evaluate the different methods of soil conservation.</li> </ul>	<ul style="list-style-type: none"> <li>o poor farming methods</li> <li>o deforestation</li> <li>• Methods of soil conservation               <ul style="list-style-type: none"> <li>o contour ploughing</li> <li>o strip cropping</li> <li>o terracing</li> <li>o afforestation</li> <li>o re-forestation</li> <li>o mulching</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use diagrams to guide learners to understand splash, sheet, rill and gully erosion. Learners copy the diagrams into their notebooks.</li> <li>• In groups, learners discuss and suggest which of the four types of soil erosion is most destructive and why.</li> <li>• Ask learners to list areas they know in Uganda and the rest of East Africa which experience soil erosion.</li> <li>• Challenge learners to conduct a textbook or internet search and draw a map of East Africa showing areas</li> </ul>	<p>and problems of soil erosion, and ways it can be prevented.</p>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>affected by soil erosion.</p> <ul style="list-style-type: none"> <li>• Use questioning to discuss the main causes of soil erosion in different areas of East Africa.</li> <li>• In groups, learners carry out Library or internet search on ways of controlling soil erosion and places in East Africa where each method is used.</li> <li>• Groups share their findings in a whole class discussion.</li> <li>• Summarize these on the chalkboard and add those left out if any.</li> </ul>	

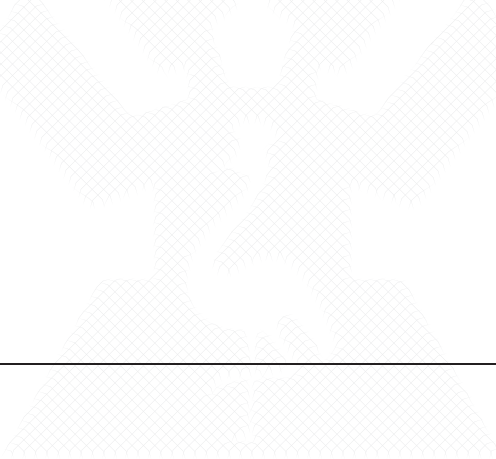
## TOPIC: THE CLIMATE OF EAST AFRICA

**Duration:** 10 Periods


### General Objective:

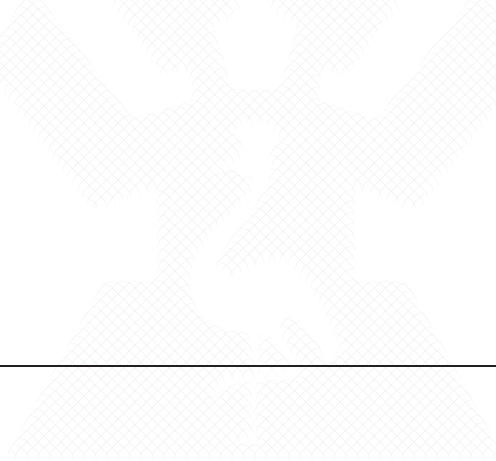
By the end of the topic, the learner should be able to identify the major types of climate, explain the factors responsible for variations in climate in East Africa.

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Types of climate in East Africa</b>	<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>Identify the main types of climate in East Africa.</li> <li>Describe the characteristics of each type of climate in East Africa.</li> <li>Locate the types of climate in East Africa on a map.</li> <li>Use graphs and</li> </ol>	<ul style="list-style-type: none"> <li>• Climatic zones and their characteristics:             <ul style="list-style-type: none"> <li>○ Equatorial</li> <li>○ Tropical</li> <li>○ Semi arid,</li> <li>○ Montane</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Build on the learner's knowledge of weather and climate acquired in Senior One to guide learners to understand the climate of East Africa.</li> <li>• Show a climate graph for each type of climate, un-named.</li> <li>• Challenge learners to work in groups, to discuss and describe climate from the</li> </ul>	<ol style="list-style-type: none"> <li>Give out two climate graphs from different those already used or climate statistics and ask learners to draw graphs. Learners describe the climates and explain how people would live in each</li> </ol>


SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>statistics to represent and describe climate.</li> </ul>		<ul style="list-style-type: none"> <li>Present a wall/chalk board/textbook map showing the climatic regions of East Africa.</li> <li>Learners copy the sketch map into their notebooks and annotate it.</li> <li>Through questioning basing on climate graphs/climatic statistics, guide learners to understand: Equatorial, Tropical, Semi-arid and montane climates.</li> </ul>	<p>area.</p> <ol style="list-style-type: none"> <li>Give out a sketch map of East Africa with climatic regions marked, not named.</li> </ol> <p>Learners use a key and shading to show the names of each type of climate.</p>
<p><b>Factors affecting the climate of East Africa</b></p>	<p>a. Explain the factors affecting the climates and</p>	<ul style="list-style-type: none"> <li>Factors affecting the climate of East Africa:                             <ul style="list-style-type: none"> <li>Position of the overhead sun (ITCZ)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Build on learners' knowledge of weather and climate; and the climate of</li> </ul>	<ol style="list-style-type: none"> <li>Task learners to identify the climatic region in which their</li> </ol>

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>The learner should be able to:</p> <p>their distribution.</p> <p>b. Draw diagrams to illustrate factors affecting the climate of east Africa.</p>	<ul style="list-style-type: none"> <li>o Relief</li> <li>o Water bodies</li> <li>o Vegetation cover</li> <li>o Human activities</li> <li>o Wind regime</li> </ul>	<p>North America to guide them to explore factors affecting the climate of East Africa.</p> <ul style="list-style-type: none"> <li>• Ask the learners to explain why most places in East Africa have a hot climate; which places are cooler and why.</li> <li>• Learners work in groups to find answers to the questions:               <ul style="list-style-type: none"> <li>o When is the northern hemisphere tilted towards the sun?</li> <li>o When is the southern hemisphere tilted</li> </ul> </li> </ul>	<p>school is found.</p> <p>They describe the characteristics of the climate.</p> <p>2. Learners explain the factors affecting the climate of the area.</p>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>towards the sun?</p> <ul style="list-style-type: none"> <li>○ What months will it be hottest in East Africa north of equator; and what months will it be hottest in places south of the equator?</li> <li>● Explain that rainfall seasons and temperature mainly depend on the position of the overhead sun (ITCZ). Most rain occurs at the hottest time (summer).</li> <li>● Use maps to explain the positions of the ICTZ (N.E and S.E trade winds) in</li> </ul>	

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Influence of climate on people's ways of life</b>	a. Explain the influence of climate on people's ways	 <ul style="list-style-type: none"> <li>• Effects of climate on the ways people live</li> </ul>	January and July/August and how this affects rainfall distribution in East Africa. Learners copy the maps into their books. <ul style="list-style-type: none"> <li>• List other factors on the chalkboard and ask learners to explain how each may affect temperature and rainfall in East Africa.</li> <li>• Summarise learners' contributions on the chalk board and make necessary corrections.</li> <li>• Present photographs showing land use and people's ways of life in different climatic</li> </ul>	1. Give a task for learners to think of any <b>one</b> region they



SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	of life including agriculture. b. Recognise climatic regions from photographs		regions of East Africa. <ul style="list-style-type: none"> <li>• In groups, learners study each photo and suggest how the climate affects the way people in that area live; what economic activities they carry out, their dressing styles etc.</li> <li>• Challenge learners to identify the climatic region shown in each photograph.</li> <li>• Explain that traditionally, the way people live depends mainly on the climate.</li> </ul>	know and explain the relationship between climate and people's life styles in the region.


## TOPIC: WILD LIFE CONSERVATION AND TOURISM IN EAST AFRICA

**Duration:** 10 Periods

### General Objective:


By the end of the topic, the learner should be able to identify the major areas of wild life conservation and other tourist attractions, and appreciate the factors leading to the development, contribution and challenges of the tourism industry in East Africa.


SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Major areas of wildlife conservation in East Africa</b>	<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>Identify the major areas of wild life conservation and tourism sites.</li> <li>Locate the major areas of wild life conservation .</li> <li>Analyse the</li> </ol>	<ul style="list-style-type: none"> <li>● Meaning of wild life conservation and tourism</li> <li>● Wild life conservation areas:               <ul style="list-style-type: none"> <li>○ National parks</li> <li>○ Wild life reserves/game reserves</li> <li>○ Sanctuaries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Learners study atlas/wall map/chalk board map, identify and list wild life conservation areas in East Africa. They draw the map in their notebooks.</li> <li>● Ask learners what they understand by wildlife. List their responses on the chalk board.</li> <li>● Guide learners to</li> </ul>	<ol style="list-style-type: none"> <li>Give learners a map with wild life conservation areas marked but not named. Task them to name specific conservation areas.</li> <li>Ask learners</li> </ol>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	challenges facing wildlife conservation in East Africa.		<p>understand that wild life includes both plants (flora) and animal life (fauna) in their natural habitats.</p> <ul style="list-style-type: none"> <li>• In groups, learners discuss the reasons for conserving wild life.</li> <li>• Groups discuss why wildlife in East Africa is rapidly decreasing.</li> <li>• In groups, learners discuss and suggest the consequences of failing to conserve wildlife.</li> </ul>	to suggest ways to ensure more effective conservation of wildlife in East Africa.
<b>Tourism in East Africa</b>	<p>a. Locate the major tourism sites in East Africa.</p> <p>b. Describe the</p>	<ul style="list-style-type: none"> <li>• Tourist attractions: Wild life, Relief , Drainage features, Climate, Historic and pre-historical sites, recreation centers</li> </ul>	<ul style="list-style-type: none"> <li>• Ask learners what tourism means. Are all people who come to East Africa tourists? What other kinds of</li> </ul>	1. (a). Give a task for learners to draw a sketch map showing

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	factors leading to development of tourism industry in East Africa. c. Explain the Contribution of tourism industry to the development of East Africa. d. Analyse the challenges facing tourism in East Africa.	<ul style="list-style-type: none"> <li>● Factors leading to the development of tourism industry:               <ul style="list-style-type: none"> <li>○ Wide range of tourist attractions</li> <li>○ Political stability</li> <li>○ Accommodation facilities</li> <li>○ Improved transport and communication</li> <li>○ Improved banking facilities</li> <li>○ Publicity and advertisement                   <ul style="list-style-type: none"> <li>○ Government policy</li> <li>○ Availability of capital</li> <li>○ Skilled labour</li> </ul> </li> </ul> </li> <li>● Contribution of tourism to development               <ul style="list-style-type: none"> <li>● Challenges of tourism in</li> </ul> </li> </ul>	people do come? <ul style="list-style-type: none"> <li>● Wrap up the activity by clarifying on what tourism means.</li> <li>● Ask learners where they would like to go if they had the money to become a tourist.</li> <li>● Do tourists come to East Africa to see the kinds of things you want to see?</li> <li>● Explain that tourists visiting East Africa mainly come from industrialized countries where they live in big polluted cities, so they like to see natural areas and wild life.</li> <li>● In pairs, learners discuss</li> </ul>	tourism sites in East Africa and name at least <b>two</b> attractions at each site. (b).They explain the benefits tourism brings for people living in those areas. 2. Give statistics on tourist arrivals either in East Africa or any one East African

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
		<p>East Africa:</p> <ul style="list-style-type: none"> <li>○ Climate change in</li> <li>○ Reduction in biodiversity</li> <li>○ Political instability</li> <li>○ Hostility of some tribes</li> <li>○ Competition</li> <li>○ Poor infrastructure</li> <li>○ Shortage of skilled labour</li> <li>○ Encroachment</li> <li>○ Changing government policy</li> <li>○ Small domestic market                             <ul style="list-style-type: none"> <li>○ Inadequate recreation facilities]</li> </ul> </li> </ul>	<p>and make a list of the kinds of places and things tourists come to see in East Africa; and decide which ones are the most important.</p> <ul style="list-style-type: none"> <li>● List these on the chalkboard and add any not listed.</li> <li>● Explain that East Africa has some of the best national parks and wild life/game reserves, coastlines and coral reefs, mountain scenery and rivers and lakes in Africa</li> <li>● Challenge learners to add the tourist attractions and sites</li> </ul>	<p>country for several years and task learners to draw a graph to represent the information. Learners describe h trend of tourist arrivals and suggest likely reasons for this.</p>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>identified on the map of wild life conservation areas they drew.</p> <p><b>Factors leading to the development of tourism</b></p> <ul style="list-style-type: none"> <li>• Build on the learners' knowledge of tourism acquired in primary school.</li> <li>• Guide learners to brainstorm on the factors leading to the development of tourism.</li> <li>• Summarise their contributions on the chalk board.</li> </ul> <p><b>Challenges facing tourism in East Africa</b></p>	

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<ul style="list-style-type: none"> <li>● In groups, learners discuss why sometimes tourists do not come to some parts of East Africa and the dangers which may spoil tourism.</li> <li>● Ask why tourists no longer go to some parts of the Kenya coast e.g. north of Malindi.</li> <li>● Challenge learners to suggest why Uganda receives fewer tourists than Kenya and Tanzania.</li> </ul>	



## TOPIC: FORESTRY IN EAST AFRICA

**Duration:** 8 Periods


### General Objective:

By the end of the topic, the learner should be able to identify the major forested areas of East Africa, explain factors favouring forestry and appreciate the need for conserving forests in East Africa.

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>Explain meaning of forestry.</li> <li>Identify the types of forests.</li> <li>Locate major forests on the map of east Africa</li> <li>Describe the factors favouring forestry industry in east Africa.</li> <li>Explain the contribution of</li> </ol>	<ul style="list-style-type: none"> <li>● Meaning of the forestry</li> <li>● Types of forests               <ul style="list-style-type: none"> <li>○ Natural forests</li> <li>○ Planted forests</li> </ul> </li> <li>● Factors favouring the forestry industry e.g.               <ul style="list-style-type: none"> <li>○ nature of forests</li> <li>○ presence of forest reserves</li> <li>○ level of technology</li> </ul> </li> <li>● Importance of forestry:</li> </ul>	<ul style="list-style-type: none"> <li>● Build on the learners' knowledge of forestry in British Columbia and through questioning; help them to understand the meaning of forest and forestry.</li> <li>● Summarize their ideas on the chalk board; guide them to a common meaning and to understand that forestry is broader than a forest.</li> <li>● Ask: what are the main</li> </ul>	<ol style="list-style-type: none"> <li>Give statistics or photographs about forestry in both East Africa and British Columbia and ask questions about these.</li> </ol>



SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>forestry to the development of east Africa.</p> <p>f. Analyse the problems caused by forest exploitation.</p> <p>g. Identify the problems facing the forestry industry in East Africa.</p> <p>h. Suggest possible solutions to the problems</p>	<ul style="list-style-type: none"> <li>o forest products</li> <li>o employment of utilization of marginal lands</li> <li>o wood fuel</li> <li>• Problems caused by forest exploitation:</li> <li>o soil erosion</li> <li>o reduction of bio-diversity</li> <li>o disappearance of tree species</li> <li>• Solutions: <ul style="list-style-type: none"> <li>o Afforesting and re-a forestation</li> <li>o Population control</li> </ul> </li> </ul>	<p>types of forests in East Africa? List them on the chalkboard.</p> <p>Emphasise the two broad types: Natural and planted forests.</p> <ul style="list-style-type: none"> <li>• Present a wall map/chalkboard map/text book or atlas map. Ask learners to identify the areas covered by the major natural forests in East Africa</li> </ul> <p><b>Factors favouring forestry and benefits of forestry in east Africa</b></p> <ul style="list-style-type: none"> <li>• Using their existing knowledge of forestry, lead learners to brainstorm and suggest factors which</li> </ul>	<p>2. Learners use their knowledge about forestry to interpret and analyse the stimulus materials given.</p> <p>3. Give a task involving imagination that one is in a position controlling all forests in a country or district. Ask</p>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>favour the development of forestry in East Africa.</p> <ul style="list-style-type: none"> <li>In groups, learners discuss the benefits of forestry. Group ideas feed into a whole class discussion.</li> </ul> <p><b>Destruction and Conservation of forests</b></p> <ul style="list-style-type: none"> <li>Ask learners if they have heard of illegal destruction or cutting down of forests in Uganda. Guide them to explore factors leading to destruction of forests.</li> <li>In groups, learners discuss the dangers of uncontrolled forest exploitation. Focus learners to understand the main dangers including:             <ul style="list-style-type: none"> <li>Climate change</li> </ul> </li> </ul>	<p>questions concerning:</p> <p>a). destruction of forests.</p> <p>b). best policies to control the cutting down of forests.</p>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<ul style="list-style-type: none"> <li>○ Soil erosion</li> <li>○ Reduction of bio-diversity</li> <li>○ Loss of medicinal plants</li> <li>○ Scarcity of construction materials and wood fuel</li> <li>● Learners suggest how these dangers can be controlled and how we can replace the forests in areas where they have been destroyed.</li> </ul>	

## TOPIC: THE POPULATION OF EAST AFRICA

Duration: 10 Periods

### General Objective:

By the end of the topic, the learner should be able to appreciate the factors influencing population growth and distribution, and the effects of population on the environment in East Africa.

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Population growth, distribution and density in East Africa</b>	<p>The learner should be able to:</p> <p>a. Explain the meaning of population growth, distribution, density, under population and over population.</p> <p>b. Use statistics, graphs and charts to analyse population.</p> <p>c. Evaluate measures used to</p>	<p>Terms related to population:</p> <ul style="list-style-type: none"> <li>○ population size</li> <li>○ population distribution</li> <li>○ population density</li> <li>○ under population</li> <li>○ over population</li> <li>○ optimum population</li> <li>○ population pyramid</li> </ul> <p>• Factors influencing population</p>	<p><b>Population growth</b></p> <ul style="list-style-type: none"> <li>• Present population figures of East Africa or any one country of East Africa for at least 5 censuses. Ask the learners to individually draw a line or bar graph to represent the information.</li> <li>• Learners use the graph to describe how population is growing.               <ul style="list-style-type: none"> <li>• Using illustrations, guide learners to understand the</li> </ul> </li> </ul>	<p>1. Provide learners with different survey maps and task them to describe the distribution of population in the areas shown on the maps.</p>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>control population growth.</p> <p>d. Locate the areas of high, moderate and low population density.</p> <p>e. Describe the factors influencing population distribution.</p> <p>f. Explain the effects of population distribution (dense and sparse) on the environment and development.</p> <p>g. Suggest solutions</p>	<p>distribution:</p> <ul style="list-style-type: none"> <li>o soils</li> <li>o climate</li> <li>o relief</li> <li>o drainage</li> <li>o vegetation</li> <li>o incidence of diseases</li> <li>o government policy</li> <li>o historical factors</li> <li>o transport</li> </ul> <p>• Effects of high population density:</p> <ul style="list-style-type: none"> <li>o Large supply of labour</li> <li>o large market</li> <li>o large base of revenue for the government</li> </ul> <p>• Negative effects:</p> <ul style="list-style-type: none"> <li>o over exploitation of</li> </ul>	<p>concepts of:</p> <ul style="list-style-type: none"> <li>o under population,</li> <li>o over population, and</li> <li>o optimum population</li> </ul> <p>• Present a population pyramid of Uganda, or any other East Africa country and challenge the learners to use it to analyse the population structure.</p> <p>• Focus learners to understand young, adult and ageing (old) population and how each affects development.</p> <p>• Through discussion and questioning, guide learners to relate the population structure to</p>	<p>They explain, with evidence, the reasons for the distribution.</p> <p>2. Task learners to suggest population related problems experienced in the areas shown on the maps with reasons.</p>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	to the problems caused by rapid population growth.	<p>resources</p> <ul style="list-style-type: none"> <li>○ over crowding</li> <li>○ unemployment</li> <li>○ high crime rate</li> <li>○ rapid spread of diseases               <ul style="list-style-type: none"> <li>○ pressure on social services</li> </ul> </li> </ul> <p>● Effects of sparse population:</p> <ul style="list-style-type: none"> <li>○ minimal environmental degradation</li> <li>○ low levels of resource utilization</li> </ul> <p>● Negative effects:</p> <ul style="list-style-type: none"> <li>○ Small market</li> <li>○ low level of infrastructure development</li> </ul>	<p>population growth (births and deaths)</p> <ul style="list-style-type: none"> <li>● In pairs, learners discuss the benefits and dangers of rapid population growth. Pair ideas feed into a whole class discussion.</li> <li>● Learners, individually, conduct library/internet research on the solutions to problems of high rapid population growth and present their findings to the whole class.</li> </ul> <p><b>Distribution and density of population</b></p> <ul style="list-style-type: none"> <li>● Present a wall map/chalkboard map/atlas showing the distribution of</li> </ul>	

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
		<ul style="list-style-type: none"> <li>○ inadequate labour supply</li> </ul>	<p>population in East Africa. Learners copy the map into their notebooks.</p> <ul style="list-style-type: none"> <li>● Learners work in groups to identify and list: a). areas of high population density; b). moderate population density; c). low population density.</li> <li>● Learners suggest reasons for areas of high and low density.</li> <li>● Using learners' ideas, clarify on factors affecting population density of in East Africa.</li> <li>● In groups, learners discuss problems of living in densely populated areas. Group ideas feed into whole class discussion</li> </ul>	

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<ul style="list-style-type: none"> <li>List their views on the chalkboard and clarify, add others not given, if any.</li> </ul>	





## TOPIC: INTRODUCTION TO THE RHINELANDS

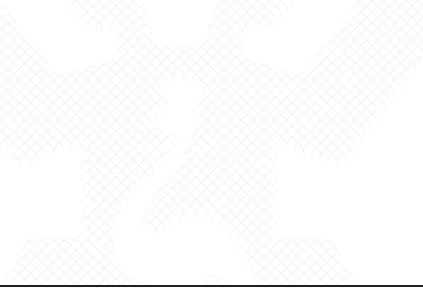
Duration: 34 Periods

### General Objective:

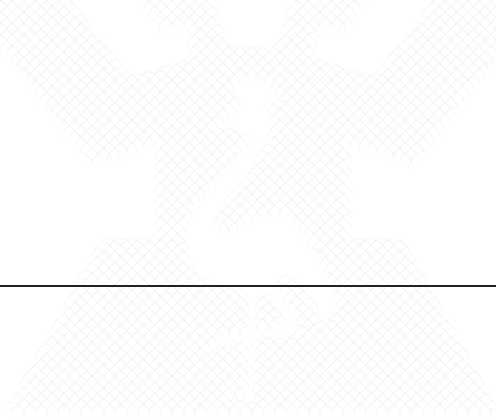
By the end of the topic, the learner should be able to locate and describe the composition of the Rhine lands and appreciate the lessons Uganda can learn from aspects of development in selected countries of the Rhine basin.

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED AND STRATEGY	TEACHING LEARNING	SUGGESTED ASSESSMENT STRATEGY
<b>Location, position and size of the Rhine lands</b>	The learner should be able to: a. Identify the countries that make up the Rhine lands. b. Draw a map showing the Rhine basin.	<ul style="list-style-type: none"> <li>Countries of the Rhine lands: Netherlands, Germany, Switzerland, Luxembourg and Belgium</li> <li>Location of the Rhine lands in terms of latitude and longitudes, relative position</li> </ul>	<ul style="list-style-type: none"> <li>Present a wall map/ chalk board map of the Rhine basin and ask the learners to follow the Rhine River and its tributaries and identify the countries through which it flows. Learners draw the map in their note books.</li> <li>Ask learners to suggest why the region is called the Rhine lands.</li> <li>Through questioning, ask the learners to compare</li> </ul>		<ol style="list-style-type: none"> <li>Provide a map of the Rhine basin with features not named. Task learners to name the counties through which the Rhine flows. Learners explain why the Rhine flows northwards.</li> </ol>


SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED AND STRATEGY	TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>The relief and drainage of Switzerland</b>	a. Describe the position of Switzerland and how it affects the country's development. b. Describe the physical characteristics of Switzerland basing on relief	<ul style="list-style-type: none"> <li>● Map of Switzerland showing relief and drainage features</li> <li>● Relief regions               <ul style="list-style-type: none"> <li>○ Alps</li> <li>○ Swiss plateau</li> <li>○ Jura</li> </ul> </li> </ul>	Rhine lands with East Africa. <ul style="list-style-type: none"> <li>● Guide learners to understand the difference between the Rhine lands and East Africa in terms of size, population (size and density), and level of development.</li> </ul>	2. Learners study the atlas and draw a map of the Nile basin. They explain the benefits associated with the river Nile.	
			<b>The Position of Switzerland</b> <ul style="list-style-type: none"> <li>● Present a wall map/textbook map/atlas map showing the position, relief regions and drainage features of Switzerland. Ask learners to copy the map into their notebooks.</li> <li>● As whole class, learners</li> </ul>	1. (a). Task the learners to draw a sketch map to show the position and relief regions of Switzerland. (b). Learners write a short essay comparing	

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED AND STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>The learner should be able to:</p> <p>regions.</p> <p>c. Identify the major drainage features of Switzerland.</p> <p>d. Draw a map of Switzerland showing relief regions and drainage.</p> <p>e. Analyse the effects of relief and drainage on human activities in Switzerland.</p>		<p>describe the position of Switzerland in Europe and compare this with the position of Uganda.</p> <ul style="list-style-type: none"> <li>Learns suggest the likely problems associated with the position of Switzerland in Europe.</li> </ul> <p><b>Relief regions and drainage</b></p> <ul style="list-style-type: none"> <li>Using the map which the learners have drawn, challenge them to identify the major relief regions of Switzerland: Alps, Swiss plateau and Jura.</li> <li>Ask: Which region covers the: <ul style="list-style-type: none"> <li>(i) Largest,</li> <li>(ii) Smallest part</li> </ul> </li> </ul>	<p>Switzerland with Uganda.</p>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED AND STRATEGY	TEACHING AND LEARNING	SUGGESTED ASSESSMENT STRATEGY
			<ul style="list-style-type: none"> <li>● Learners use the atlas/textbook to find the lakes and rivers in Switzerland and add them on the map showing relief regions.</li> <li>● In groups, learners discuss how important the lakes and rivers might be to Switzerland.</li> <li>● If possible, use photographs from each of the relief regions and guide the learners to describe their characteristics.</li> <li>● Use these figures to help learners to understand that Switzerland is largely a mountainous country:</li> </ul>		

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED AND STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Development of tourism</b>	a. Identify the main tourist attractions	 <ul style="list-style-type: none"> <li>• Tourist attractions</li> </ul>	<p>Alps or Alpine region 60%, the Swiss Plateau 30%, the Jura covers 10% of the country. Challenge the learners to draw a pie chart to illustrate the figures.</p> <ul style="list-style-type: none"> <li>• Ask: <i>What proportion of Switzerland is covered by mountains?</i></li> <li>• Through discussion, learners suggest the likely human activities carried out in each relief region.</li> <li>• Summarise learners' ideas and guide them to understand the effects of relief on human activities in Switzerland.</li> </ul>	1. Give statistics on tourist

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED AND STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>industry in Switzerland</b>	<p>The learner should be able to:</p> <p>a. and tourist centres in Switzerland.</p> <p>b. Locate the main tourist centres of Switzerland.</p> <p>c. Describe the activities carried out by tourists in the different tourist centres and seasons of the year.</p> <p>d. Explain the factors that have favoured the development of tourism in Switzerland.</p> <p>e. Explain the benefits ans</p>	<ul style="list-style-type: none"> <li>o climate</li> <li>o mountain scenery</li> <li>o drainage features</li> <li>o vegetation</li> <li>• Tourist centers e.g.             <ul style="list-style-type: none"> <li>o St. Moritz: winter</li> <li>o Davos: winter</li> <li>o Lugano: winter</li> <li>o Geneva</li> </ul> </li> </ul>	<p>showing the major tourist resorts of Switzerland. Learners copy the map into their notebooks.</p> <ul style="list-style-type: none"> <li>• In groups, learners compare the map with the relief and drainage map of Switzerland and suggest the tourist attractions at each centre/resort.</li> <li>• Present photographs and guide the learners to identify the activities carried out by tourists during:             <ul style="list-style-type: none"> <li>o Winter</li> <li>o Summer</li> </ul> </li> <li>• Learners compare the tourist attractions of Switzerland with those of Uganda.</li> </ul>	<p>arrivals in Switzerland and ask questions about these.</p> <p>2. Task the learners to explain why the tourism industry of Switzerland in more developed that that of East Africa. They suggest how East African countries can improve their tourism industry.</p>

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED AND STRATEGY	TEACHING AND LEARNING	SUGGESTED ASSESSMENT STRATEGY
	<p>disadvantages of tourism</p> <p>f. Use statistics to analyse aspects of tourism in Switzerland</p>		<ul style="list-style-type: none"> <li>List some of the factors favouring tourism in Switzerland e.g. relief and drainage, climate, position in Europe, using many languages, political neutrality and stability, highly trained labour, administrative centre, etc. and task the learners to explain how each might have led to the development of tourism.</li> <li>Summarise learners' ideas and give clarification where necessary.</li> <li>Task the learners to compare the tourism industry of Switzerland with that of Uganda.</li> <li>Using questioning, guide</li> </ul>		

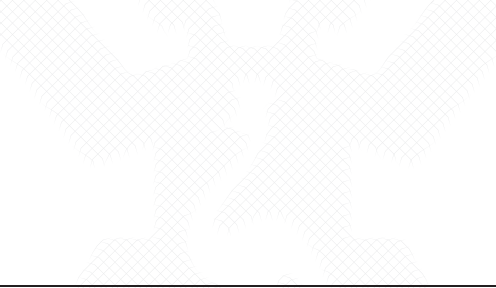


SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED AND STRATEGY	TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Benefits and Challenges of tourism in Switzerland</b>	a. Explain the contribution of the tourism industry to the development of a country. b. Analyse the challenges facing the tourism industry in Switzerland.	<ul style="list-style-type: none"> <li>● Contribution of the tourism industry</li> <li>● Challenges of the tourism industry:               <ul style="list-style-type: none"> <li>○ Risk of terrorism</li> <li>○ increased transport costs</li> <li>○ climate change</li> <li>○ retreat of the snowline</li> <li>○ avalanches</li> <li>○ pollution</li> </ul> </li> </ul>	the learners to explore the benefits and disadvantages of tourism in Switzerland.	Using questioning, prompt learners to raise and explain the contributions of the tourism industry to the development of Switzerland.	
			<ul style="list-style-type: none"> <li>● List their responses on the chalk board and clarify further where necessary.</li> <li>● Working in groups, the learners discuss the likely challenges facing the tourism industry in Switzerland.</li> <li>● Summarise learners' contributions on the chalk</li> </ul>	1. Task learners to describe the potential or actual tourist attractions in their home area. They explain the benefits tourism can bring to their community.	



SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED AND STRATEGY	TEACHING AND LEARNING	SUGGESTED ASSESSMENT STRATEGY
<b>Industrial development in Germany</b>	<p>a. Identify the types of industries in Germany.</p> <p>b. Draw a map to show the distribution of industries in Germany.</p> <p>c. Analyse factors to leading industrial development in the Ruhr region of Germany.</p> <p>d. Explain the contribution of industrial development to Germany.</p>	<ul style="list-style-type: none"> <li>Types of industries in Germany i.e. heavy and light industries.</li> <li>Location of major industries in Germany</li> <li>Location of the Ruhr industrial region</li> <li>Factors leading industrial development in the Ruhr region</li> <li>Mining and importance of coal as a basis for industrial</li> </ul>	<p>board and add those not raised if any.</p> <ul style="list-style-type: none"> <li>List examples of different types of industries on the chalk board and the challenge learners to classify them. Focus the learners to understand the main types of industries; light and heavy industries. Learners suggest possible reasons for this classification.</li> <li>Present a sketch map of Germany showing the distribution of minerals and major industries. Learners copy the map</li> </ul>	<ol style="list-style-type: none"> <li>Give an exercise for the learners to draw a labeled sketch map of the Ruhr industrial region and coal field.</li> <li>They explain why the Ruhr has developed as an industrial region.</li> <li>Task the learners to explain lessons which Uganda can learn from the development of</li> </ol>	

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED AND STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	The learner should be able to: e. Explain the challenges of industrial development in Germany.	development of industrial development e.g. <ul style="list-style-type: none"> <li>○ Pollution</li> <li>○ exhaustion of resources</li> <li>○ development of resources</li> <li>○ encroachment on agricultural land</li> </ul>	into their notebooks. <ul style="list-style-type: none"> <li>● Challenge the earners to suggest the relationship between mineral resources and the development of industries in the country.</li> </ul> <b>Case study: The Ruhr industrial region</b> <ul style="list-style-type: none"> <li>● Present a sketch map of the Ruhr industrial region and coalfields. Ask learners to copy the map into their notebooks.</li> <li>● Learners describe the position of the Ruhr region in Germany in relation to river Rhine and its tributaries.</li> <li>● Using the map showing</li> </ul>	industry in Germany.

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED AND STRATEGY	TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Land</b>	a. Describe the relief	 <ul style="list-style-type: none"> <li>• Position, relief</li> </ul>	<p>exposed and concealed coal fields, explain how coal mining formed the basis for the development of industries in the Ruhr.</p> <ul style="list-style-type: none"> <li>• Through discussion, guide learners to explore other factors that favoured the development of industries in the Ruhr region.</li> <li>• Working in pairs, learners discuss the contribution of manufacturing industries to the development of Germany.</li> <li>• Learners discuss and suggest the challenges of industrial development in Germany. Clarify on their ideas where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a chalk</li> </ul>	1. Challenge the

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED AND STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>reclamation and Agriculture in the Netherlands:</b>  <b>Land reclamation</b>	The learner should be able to: a. and drainage of the Netherlands b. Locate the reclaimed lands of Netherlands c. Explain the factors that led to land reclamation d. Describe the steps of land reclamation e. Explain the benefits and challenges of reclaimed areas.	and drainage of the Netherlands o Uplands, o Lowlands below sea level, o Rhine delta, o Sand dunes o Rhine river and North Sea ● Reclaimed land e.g. Zuiderzee project ● Factors that led to land reclamation ● Steps of land reclamation ● Benefits and challenges of reclaimed areas	board/wall/atlas/textbook and task the learners to identify the Netherlands. Learners draw the map of the Netherlands in their note books. ● Using the map, learners describe the position, relief and drainage of the Netherlands. ● Through questioning, basing on local examples, guide the learners to understand the concept of land reclamation. ● Ask the learners to explain what is meant by land reclamation. ● Ask: How much of the	learners to identify any one area in Uganda which needs reclamation. They suggest methods which they can use to reclaim the area.

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED AND STRATEGY	TEACHING AND LEARNING	SUGGESTED ASSESSMENT STRATEGY
			<p>Netherlands lies below sea level? Using the learners' response, explain how much of the current land of the Netherlands was reclaimed from the North Sea.</p> <ul style="list-style-type: none"> <li>• Through discussion, help the learners to explore the factors that led to land reclamation in the Netherlands.</li> <li>• In groups, learners carry out a library/internet research and make notes about the Zuiderzee project. They explore the benefits and challenges of land reclamation.</li> <li>• Groups share their</li> </ul>		

SUBTOPIC	OBJECTIVES	CONTENT	SUGGESTED AND STRATEGY	TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<b>Types of farming in the Netherlands</b>	The learner should be able to: <ol style="list-style-type: none"> <li>Identify the types of farming in the Netherlands</li> <li>Locate the major types of farming in the Netherlands</li> <li>Describe the factors favouring the type of farming</li> <li>Explain the contributions of farming to the development of the Netherlands</li> <li>Analyse the challenges of farming in the</li> </ol>	<ul style="list-style-type: none"> <li>• Types of farming:               <ul style="list-style-type: none"> <li>○ Market gardening</li> <li>○ Dairy farming</li> </ul> </li> <li>• Factors favouring farming:               <ul style="list-style-type: none"> <li>○ Flat relief</li> <li>○ Cool climate</li> <li>○ capital</li> <li>○ Skilled labour</li> </ul> </li> <li>• Contribution of farming               <ul style="list-style-type: none"> <li>• Challenges:                   <ul style="list-style-type: none"> <li>○ Limited land</li> <li>○ Pollution</li> <li>○ High cost of farming</li> <li>○ Pests and</li> </ul> </li> </ul> </li> </ul>	findings in a whole class discussion. <ul style="list-style-type: none"> <li>• If possible, provide photographs of Market gardening and Dairy farming and ask learners to identify the activities taking place; and the type of farming in each photo.               <ul style="list-style-type: none"> <li>• Using the same photos, guide learners to describe the characteristics of each type of farming.</li> <li>• Present a textbook/chalk board map showing the distribution of Market gardening and dairy farming in the Netherlands. Learners copy the map into their notebooks.</li> </ul> </li> </ul>	2. (a). Provide a map showing market gardening areas in the Netherlands not named and task learners to name them. (b). Give a task for the learners to compare farming in the Netherlands with that in Uganda. They explain why Market gardening and	

SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED AND STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	Netherlands	diseases	<ul style="list-style-type: none"> <li>● Ask: What factors do you think have favoured the development of:                             <ul style="list-style-type: none"> <li>○ Market gardening</li> <li>○ Dairy farming in the Netherlands?</li> </ul> </li> <li>● Summarise learners' responses and focus them to understand factors for each type of farming.</li> <li>● In groups learners conduct a library/internet research and write reports on the contribution and challenges of each type of farming in the Netherlands. Groups present their reports in a whole class discussion.</li> </ul>	Diary farming are not highly developed in Uganda.





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# CHRISTIAN RELIGIOUS EDUCATION

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## ST LUKE'S GOSPEL AND ITS RELEVANCE TODAY

### SENIOR THREE

## CRE ABRIDGED CURRICULUM FOR S3: ST LUKE'S GOSPEL AND ITS RELEVANCE TODAY

The abridged CRE curriculum has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. Critical content has been picked to be taught in the available time. The learners thus will acquire the knowledge and skills needed at the ordinary level of education. It is advisable to use learner centered methodologies in order to cover a wider scope at a given time. The syllabus is for Senior three. The critical changes are highlighted in the table below:

TOPIC/SUB TOPIC	ACTION TAKEN	JUSTIFICATION
Jesus the expected saviour,	Left Out	Covered the subtopic of "The messiah-king"
Jesus heals a man possessed by demons (Luke 8:22-39)	Left Out	The healing of Jairus' daughter and the woman who touched Jesus' cloak because the same knowledge for the previous miracles can still be applied here.
Jesus uses parable".	Left Out	The same significances can be related to the following: <ul style="list-style-type: none"> <li>✓ with God we can overcome the devil Luke 11:14-36</li> <li>✓ Responsible trust in God Luke 12:1-12</li> <li>✓ The power of Gods kingdom will grow in those who turn to Jesus</li> <li>✓ A great feast to all who are prepared Luke 14;1-35</li> </ul>
Jesus in conflict with the Jewish leaders.	Left out	Content is less relevant to the situation today

**TOPIC: JESUS IS THE ONE SENT FROM GOD TO BRING SALAVATION TO ALL**

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
<p><b>JESUS CALL HIS DISCIPLES AND MEETS OPPOSITION (LUKE 5:1 - 26)</b></p>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● Identify the methods Jesus used to call the first four disciples.</li> <li>● Explain and show that it was because of faith that a man with a diseased skin and the paralysed man were able to be cured because of faith of the sick person and those who cared for them.</li> <li>● Accept that Jesus is lord of all, cares and provides for the needy.</li> </ul>	<ul style="list-style-type: none"> <li>● The teaching and healing the sick</li> <li>● The great catching of fish and Jesus' message to the fishermen</li> <li>● Jesus' healing of the man with skin disease and the one with a paralysed hand.</li> <li>● The reactions of the teachers of the law and Pharisees to the healing miracles.</li> </ul>	<ul style="list-style-type: none"> <li>● Bible reading</li> <li>● Discussion on the reactions of the teachers of the law and Pharisees</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
<b>JESUS CALLS LEVI (LUKE 5:27- 31)</b> <b>JESUS MEETS MORE OPPOSITION (LUKE 5:33 6:16)</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● Point out circumstances under which Levi was called.</li> <li>● Explain the response of Levi and what he did thereafter.</li> </ul>	<ul style="list-style-type: none"> <li>● Description of Levi and his nature of work.</li> <li>● His relationship with local people especially Jesus</li> <li>● Levi organises a party in honour of Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain how Levi was a gentile and Tax collector</li> <li>● Guided discussion relating the Jewish law to the that of God.</li> </ul>
<b>JESUS PREACHING OR THE SERMIN ON THE PAIN: LUKE 6: 17 - 49</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● Describe the new life for the new people of God. (Sermon on the plain)</li> </ul>	<ul style="list-style-type: none"> <li>● Importance of the sermon</li> </ul>	<ul style="list-style-type: none"> <li>● Explanation of why Jesus chose to deliver the message on the plain.</li> <li>● Story telling on the issues of trust and audience.</li> </ul>
<b>JESUS HEALS A ROMAN OFFICER'S SERVANT AND RAISES A WIDOW'S</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● Explain the view that Jesus' coming was</li> </ul>	<ul style="list-style-type: none"> <li>● Background of the Roman Officer and his relationship to the Jews</li> </ul>	<ul style="list-style-type: none"> <li>● Bible readings</li> <li>● Story telling on Roman history</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
<b>SON (LUKE 7:1-17)</b>	<p>meant for both the Jews and Gentiles alike.</p> <ul style="list-style-type: none"> <li>● Know that both the Roman officer and the widow were all Gentiles.</li> </ul>	<ul style="list-style-type: none"> <li>● The widow and her son.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion about the Roman Officer</li> <li>● Summary writing.</li> </ul>
<b>JESUS THE EXPECTED SAVIOUR (LUKE 7:15-35)</b>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● Explain the differences and similarities between John and Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>● The role of John</li> <li>● The relationship between John and Jesus</li> </ul>	<ul style="list-style-type: none"> <li>● Bible reading.</li> </ul>
<b>JESUS MEETS A SINFUL WOMAN (LUKE 7:36 - 8:3)</b>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● List the forms of social evils in their society</li> <li>● Explain Jesus' attitude towards people who were socially evil e.g. (The sinful woman Luke 7:36 - 50)</li> <li>● Describe how</li> </ul>	<ul style="list-style-type: none"> <li>● Social evils or sin</li> <li>● Jesus attitude on the sinful woman and sinful people today.</li> <li>● Simon's the Pharisees reasons for inviting Jesus and other guests.</li> </ul>	<ul style="list-style-type: none"> <li>● Sharing experience on social evil sin society.</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
	<p>women were treated in the Jewish community and in the Modern society.</p> <ul style="list-style-type: none"> <li>● Explain why Simon invited Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>● The sinful woman entered Simon's house and performed the actions to allow love for Jesus....</li> <li>● Reasons for Simon inviting Jesus to his house</li> </ul>	
<b>JESUS TEACHES ON PARABLES</b>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● explain the meaning of the word parable</li> <li>● explain in order the religious meaning of the parable of the sower</li> <li>● identify the message delivered from the parable of the sower.</li> <li>● Identify difficulties and</li> </ul>	<ul style="list-style-type: none"> <li>● Meaning of parables</li> <li>● The parable of the sower (Luke 8:4-21)</li> <li>● The religious interpretation of Jesus Christ's Parable and the sower.</li> <li>● Trials and dangers got in the process of achieving the Kingdom of God.</li> <li>● Purpose of</li> </ul>	<ul style="list-style-type: none"> <li>● Stories relating to parables</li> <li>● Discussions on the purpose of teaching in parables.</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
	<p>dangers one meets while trying to achieve God's Kingdom.</p> <ul style="list-style-type: none"> <li>● Give reasons why Jesus preached in parables</li> </ul>	<p>Jesus' teaching in parables.</p> <ul style="list-style-type: none"> <li>■ To draw attention</li> <li>■ To think for themselves</li> <li>■ Respond freely</li> <li>■ Reward serious seekers</li> </ul>	
<p><b>JESUS CALMS THE STORM AND HEALS A MAN POSSESSED BY DEMONS (LUKE 8:22-39)</b></p>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● Relate the story of how Jesus healed a man with demons.</li> <li>● Describe the calming of the storm</li> <li>● Outline the true Bible interpretation of the storms</li> <li>● Describe how people possessed by evil spirits are</li> </ul>	<ul style="list-style-type: none"> <li>● The feeling and actions of the disciples during and after the storm (Luke 8:22-25)</li> <li>● A man possessed with demons (Luke 8:26 - 39).</li> <li>● Biblical meaning of Jesus calming the storm</li> </ul>	<ul style="list-style-type: none"> <li>● Narrating the stories on how Jesus calmed the storm.</li> <li>✓ Sharing experiences on the authority of Jesus as God</li> <li>✓ Bible reading</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
	healed today. <ul style="list-style-type: none"> <li>● Jesus heals a man possessed by demons (Luke 8:22 - 39)</li> <li>● Jairus' daughter and the woman who touched Jesus' cloak refer to miracles in Luke</li> </ul>		



**TOPIC: TO FOLLOW JESUS MEANS LIFE THROUGH SUFFERING AND DEATH**

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
<p><b>JESUS SENT OUT THE 12 DISCIPLES (LUKE 9: 1-9)</b></p>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● Relate how Jesus sent out the disciples</li> <li>● Explain Jesus' reasons for sending out the disciples.</li> </ul>	<ul style="list-style-type: none"> <li>● The story of how Jesus sent out the 12 disciples</li> <li>● Reasons for sending out disciples                             <ul style="list-style-type: none"> <li>■ Sharing in Jesus mission</li> <li>■ Teach and act using Jesus' authority</li> <li>■ Proclaim God's reign</li> <li>■ Heal the sick</li> <li>■ Hurry up the spread of the good news (message)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Story telling on how Jesus sent out the 12 disciples</li> <li>● Discussion on sharing Jesus' mission.</li> </ul>
<p><b>JESUS FEED THE</b></p>	<p>At the end of the</p>		

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
<b>FIVE THOUSAND PEOPLE</b>	sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● Relate the story well</li> <li>● Explain biblically the meaning of the story</li> <li>● Identify some charitable organisations found in Uganda.</li> <li>● Outline the roles and duties of the charitable organisations mentioned above</li> </ul>	<ul style="list-style-type: none"> <li>● Reading and relating the story found in (Luke 9:10 - 17)</li> <li>● Meaning of the story</li> <li>● Charitable organisations found in Uganda i.e.               <ul style="list-style-type: none"> <li>■ War child</li> <li>■ Food for the hungry</li> <li>■ World Vision</li> <li>■ Catholic Relief Agency</li> <li>■ World Food programme</li> </ul> </li> </ul> <p>✓ Roles and duties of the above charitable organisations</p>	<ul style="list-style-type: none"> <li>● Story telling on the feeding of the five thousand.</li> <li>● Guided discovery about Jesus' compassion</li> <li>● Discussion on the role and charitable organisation</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
<b>PETER'S DECLARATION AND JESUS SPEAKS ABOUT HIS SUFFERING AND DEATH</b>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● Describe Peters' answer to Jesus' question</li> <li>● Explain what kind of Messiah Jesus was as explained by him.</li> </ul>	<ul style="list-style-type: none"> <li>● Jesus' question "who do you think I am"?</li> <li>● A suffering Messiah, the son of God as well as Christ.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion on Peters' declaration</li> <li>● Sharing experience on friendship</li> <li>● Guided discovery on the messiah ship of Jesus.</li> </ul>
<b>THE TRANSFIGURATION</b>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● Define the word "Transfiguration"</li> <li>● Relate the story as written in the bible (Luke 9:23 - 36)</li> <li>● Outline the Bible meaning of</li> </ul>	<ul style="list-style-type: none"> <li>● "Transfiguration"</li> <li>● How Jesus got transfigured</li> <li>● Major events</li> <li>● Dazzling white cloth</li> <li>● Appearance of Elijah and Moses</li> <li>● A voice from the clouds</li> <li>● The son ship of Jesus (Luke 9:35)</li> </ul>	<ul style="list-style-type: none"> <li>● Value clarification</li> <li>● Explanation of transfiguration</li> <li>● Story telling on transfiguration of Jesus.</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
	major events in the Transfiguration.		
<b>JESUS COMES DOWN FROM THE MOUNTAIN (LUKE 9:37- 50)</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● Describe the healing of the boy with an evil spirit.</li> <li>● Account for the disciples' lack of faith</li> <li>● Give the significance of the healing miracle</li> <li>● Give reasons for Jesus' talking about his death.</li> <li>● Identify reasons why the disciples argued about who was the greatest.</li> <li>● Explain Jesus'</li> </ul>	<ul style="list-style-type: none"> <li>● Jesus heals the boy with an evil spirit. (Luke 9:31 -42)</li> <li>● The disciples' lack of faith</li> <li>● Jesus speaks about his death.</li> <li>● Who is the greatest?</li> <li>● Reasons why disciples argued on who was the greatest.</li> <li>● Jesus' reaction to the disciple's argument</li> </ul>	<ul style="list-style-type: none"> <li>● Bible discussion on Luke 9:37 -42.</li> <li>● Brain storming on Jesus exorcism.</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
	response to the disciples, understanding of greatness		

## SENIOR THREE TERM TWO

### TOPIC: JESUS MOVES WITH DETERMINATION TO THE CLIMAX OF HIS LIFE

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
<b>WHAT IT MEANS TO BE A FOLLOWER OF JESUS</b>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>Describe the Lord's journey to Jerusalem (Luke 9:51-56)</li> <li>Explain why Jesus and his disciples were not welcomed by the Samaritan people in</li> </ul>	<ul style="list-style-type: none"> <li>Jesus journey to Jerusalem</li> <li>Why Jesus and his disciples were opposed</li> <li>The cost and discipleship (special emphasis on self-sacrifice)</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming on the cost of disciples</li> <li>Bible reading.</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
	Jerusalem. <ul style="list-style-type: none"> <li>Show appreciation of the Christian call as a call to self-sacrifice.</li> </ul>		
<b>THE MISSION AND RETURN OF THE 72 (LUKE 10:1-24)</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>Narrate the experience of 72 outline the main teaching contained in the passage.</li> </ul>	<ul style="list-style-type: none"> <li>Meaning and purpose of the mission</li> <li>The believers experience Jesus teaching contained in the passage.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on the mission of Jesus.</li> <li>Guided discovery on the believer's experience.</li> </ul>
<b>WHO IS MY NEIGHBOUR (LUKE 10:2 - 42)</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>Narrate the parable of the good Samaritan and the story of Martha, Mary and Jesus.</li> <li>Interpret or draw lessons</li> </ul>	<ul style="list-style-type: none"> <li>Parable and the good Samaritan</li> <li>The story of Jesus, Mary and Martha.</li> <li>Lessons from the two stories</li> <li>Characteristics of Christian love (1 Cor. 13) refer.</li> </ul>	<ul style="list-style-type: none"> <li>Dramatization of the parable.</li> <li>Discussions on the story of Jesus, Mary and Martha.</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
	<p>from either passage.</p> <ul style="list-style-type: none"> <li>● Relate wither passages to normal Christian life today.</li> </ul>		
<b>JESUS FEEDING ON PRAYER</b>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● Recite the lord's prayer</li> <li>● Outline the main content/themes of the lord's prayer</li> <li>● Describe the importance or role of prayer to the life of a Christian.</li> </ul>	<ul style="list-style-type: none"> <li>● The Lord's prayer (11:1-11)</li> <li>● Contents of the Lord's prayer</li> <li>● Meaning of the Lord's prayer</li> <li>● Importance of the Lord's prayer</li> </ul>	<ul style="list-style-type: none"> <li>● Bible reading</li> <li>● Sharing and personal experience on the importance of prayer</li> </ul>
<b>FEARLESS HONESTY WITHOUT HYPOCRISY (11:37 - 12:12)</b>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● Identify different act of hypocrisy that</li> </ul>	<ul style="list-style-type: none"> <li>● Religious hypocrisy of the Pharisees and teachers of the Law.</li> <li>● Call to</li> </ul>	<ul style="list-style-type: none"> <li>● Bible discussions on religious hypocrisy.</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
	Pharisees and teachers of the law had. <ul style="list-style-type: none"> <li>● Explain how religious traditions can be a hindrance to the Gospel of Christ.</li> </ul>	fearlessly stand for the truth (12:1-12)	

### TOPIC: ON THE WAY TO THE CROSS

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
<b>THE NARROW DOOR (LUKE 13:22-30)</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● Interpret the passage of the narrow door</li> <li>● Explain why the narrow door and not the broad door.</li> </ul>	<ul style="list-style-type: none"> <li>● Believers should strive to enter through the narrow door.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion on the meaning of the narrow door.</li> </ul>
<b>AGREA FEAST TO ALL WHO ARE PREPARED</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● Describe Jesus' experience in the Pharisees</li> </ul>	<ul style="list-style-type: none"> <li>● Jesus at the Pharisees' house (Luke 14:1-14)</li> </ul>	<ul style="list-style-type: none"> <li>● Bible based discussions 14:1-14)</li> <li>● Brainstorming on the</li> </ul>



Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
<b>(4:1-35)</b>	house.		Parable of the great banquet.
<b>RETRIEVING THE LAST LOVE: THE LOVE</b>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● Narrate the stories in Luke 15:1-32</li> <li>● Discover ways the Pharisees discriminated against outcasts.</li> </ul>	<ul style="list-style-type: none"> <li>● Jesus shows that God seeks out for the cast and needy</li> <li>● The parable of the lost sheep</li> <li>● The parable of the lost coin</li> <li>● The parable of the lost son (prodigal son).</li> </ul>	<ul style="list-style-type: none"> <li>● Story telling on retrieving the lost love</li> <li>● Share experiences about forgiveness</li> <li>● Sharing of experiences about God's love.</li> </ul>
<b>HOW TO USE MONEY</b>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● explain the two parables</li> <li>● tell how he/she would have treated this manager.</li> <li>● analyse how the two men used and misused money</li> <li>● express an appreciation for</li> </ul>	<ul style="list-style-type: none"> <li>● Narrate story and the ..... manager (Luke 16: 1-15)</li> <li>● Narrate story on Lazarus and the rich man (Luke 16:19-31)</li> </ul>	<ul style="list-style-type: none"> <li>● Share experiences on how to use money</li> <li>● Story telling on the behaviours of the rich man</li> <li>● Discussion on the abuse of wealth in society today.</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
	the benefits of good use of money.		
<b>THE POWER OF FAITH</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● Explain the meaning of faith</li> <li>● Describe Jesus concept of faith, repentance and forgiveness.</li> <li>● Discuss the dangers of pride among religious leaders.</li> <li>● Outline how one can be great and remain humble</li> <li>● Outline the signs of the end times and how they relate with faith.</li> </ul>	<ul style="list-style-type: none"> <li>● Explanation of the faith Read Luke 17:1-6 and describe how Jesus shows the power of faith, experience and forgiveness</li> <li>● Read Luke 17:7-10 and show how Jesus experts' humility from those who exercise the power of faith.</li> <li>● Read Luke 17:11-19 show how a leper expressed appreciation for faith healing.</li> <li>● Read Luke 17:20 - 37 and tell why Jesus</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion the importance of faith</li> <li>● Story telling about repentance.</li> <li>● Case studies on great and humble men</li> <li>● Guided discovery on the signs of the end.</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
		brings this passage here. <ul style="list-style-type: none"> <li>List the signs of the end times and how these relate to the powers of faith.</li> </ul>	
<b>JESUS SEAKS ABOUT HIS DEATH FOR THE THIRD TIME</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>Identify how the corrupt judge helped the widow.</li> <li>Show appreciation for persistence prayer</li> <li>Evaluate the importance of individual prayer</li> </ul>	<ul style="list-style-type: none"> <li>Read Luke 18:1-8 and show how the corrupt judge helped the widow.</li> <li>Discussion on importance of persistence prayer.</li> <li>Learners tell how, when and where they pray from.</li> </ul>	<ul style="list-style-type: none"> <li>Bible reading and text analysis about the ways of praying during Jesus time.</li> <li>Discussion about persistence prayer</li> <li>Sharing experience about prayer.</li> </ul>
<b>JESUS SPEAKS ABOUT HIS DEATH FOR THE THIRD TIME</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>How Jesus related with little children</li> <li>Mention how Jesus talked</li> </ul>	<ul style="list-style-type: none"> <li>Read Luke 18:15-17 and mention how Jesus related with little children</li> <li>Read Luke</li> </ul>	<ul style="list-style-type: none"> <li>Bible reading and analysis of the relevant texts</li> <li>Describe Jesus' relationship</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
	about his death	18:18-30 and analyse the problems riches can bring to one's faith. <ul style="list-style-type: none"> <li>● Read Luke 18:31-34 (how did Jesus talked about his death and to who</li> <li>✓ The kingdom.</li> </ul>	with the little children <ul style="list-style-type: none"> <li>● Discussion on Jesus and his death.</li> </ul>

## SENIOR THREE TERM THREE

### TOPIC: THE WAY TO SALVATION

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
<b>WHAT HAPPENED AT JERICHO</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● show the blind bagger caught Jesus' attention</li> <li>● discuss how we respond to</li> </ul>	<ul style="list-style-type: none"> <li>● Read Luke 18:35 - 43 (How did the blind bagger, the crowd and Jesus responded this situation?</li> <li>● How we respond to needs of the</li> </ul>	<ul style="list-style-type: none"> <li>● Bible reading</li> <li>● Sharing experience s on how salvation comes to people</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
	<p>problems of the poor.</p> <ul style="list-style-type: none"> <li>● Explain why Jesus told the parable of talents</li> <li>● Narrate how each person responded to their assignment.</li> </ul>	<p>poor today</p> <ul style="list-style-type: none"> <li>● Read Luke 19: 1-10</li> <li>● Read Luke 19:11-27 (the parable of the talents)</li> <li>● Their response to the master</li> <li>● Response of the servants</li> <li>● How this parable relates to the Kingdom of God and its demands.</li> </ul>	<ul style="list-style-type: none"> <li>● Story telling</li> <li>● Brain storming.</li> </ul>
<b>JESUS ENTERS INTO JERUSALEM AND THE TEMPLE</b>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● Identify how Jesus prepared for the triumphal entry into Jerusalem</li> <li>● Mention why people did business in the Temple.</li> </ul>	<ul style="list-style-type: none"> <li>● Read Luke 19:28-40 Jesus prepares for the Passover feast.</li> <li>● Read Luke 19:41-48</li> <li>● Jesus cleanses the temple and merchants and money changes</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion on the Passover festival</li> <li>● Bible reading and storytelling .</li> </ul>
<b>THE STONES</b>	<p>At the end of the sub topic, the</p>	<ul style="list-style-type: none"> <li>● Read Psalms</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
<b>WHICH THE BUILDERS REJECTED</b>	learner should be able to: <ul style="list-style-type: none"> <li>● Mention ways religious leaders challenged Jesus' authority.</li> <li>● Analyse how the parable of the tenants reflects the Church today</li> </ul>	118:22 and Luke 20:1-18 <ul style="list-style-type: none"> <li>● Religious leaders challenge Jesus authority (20:1-8)</li> <li>● Ways in which Jesus is rejected today.</li> </ul>	on the rejection of Jesus <ul style="list-style-type: none"> <li>● Share experiences on issues of reflection.</li> </ul>
<b>THE COMING OF THE SON OF MAN</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● Re-state Jesus' words on the destruction of the temple</li> <li>● Describe the nature of troubles and persecutions Christians would meet.</li> <li>● , mention why spiritual</li> </ul>	<ul style="list-style-type: none"> <li>● Destruction of the temple vs 5-6</li> <li>● The nature of troubles and persecutions at the end of time vs 7-19</li> <li>● Discuss how one can be ready for Jesus' return</li> </ul>	<ul style="list-style-type: none"> <li>● Sharing experiences</li> <li>● Bible reading and brainstorming for the destruction of the temple.</li> </ul>

Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
	readiness is important.		
<b>THE LORD'S SUPPER LUKE 22:1-38</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● tell the meaning of the lord's supper</li> <li>● explain the importance of the lord's supper to the celebrants</li> <li>● give reasons why it should be celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>● Meaning of the Lord's supper (Luke 22:1-38)</li> <li>● Who celebrates it</li> <li>● The importance of the Lords' supper to the celebrated today.</li> <li>● Need for believers/Christians to celebrate it</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion on the Lords supper</li> <li>● Story telling about celebrating the Lord's supper.</li> </ul>
<b>JESUS IS BETRAYED BY JUDAS, ARRESSTED AND DENIED BY PETER</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● Relate the story of Jesus' betrayal by Judas</li> <li>● Describe the story of the arrest of Jesus</li> <li>● Analyse Peters denial of Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>● Luke 22:39-62</li> <li>● Judas betrays Jesus</li> <li>● Jesus' arrest</li> <li>● Peter denies Jesus</li> </ul>	<ul style="list-style-type: none"> <li>● Sharing personal experience on Jesus betrayal</li> </ul>



Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
<b>JESUS IS SENTENCED DEATH. LUKE 22:63-23:25, CRUCIFIED AND BURIED LUKE 23:26-56</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● Analyse the events that culminated into Jesus' death sentence.</li> <li>● Describe the story of Jesus crucifixion and burial.</li> <li>● Tell that Jesus' death was a fulfilment of the Old Testament prophecies (God's promise)</li> </ul>	<ul style="list-style-type: none"> <li>● Bible Luke 22: 63-23,</li> <li>● Bible Luke 23:26-56</li> <li>● Bible Psalms22 and</li> <li>● Isaiah 53, Linking these and other with New Testament to show Jesus' death as a fulfilment of Old Testament prophecies (God's plan)</li> </ul>	<ul style="list-style-type: none"> <li>● Bible reading</li> <li>● Discussions</li> <li>● Share ideas and experiences</li> </ul>
<b>THE EMPTY TOMB AND ON THE WAY TO EMMAUS LUKE 24:1-12, AND LUKE24:13-35</b>	At the end of the sub topic, the learner should be able to: <ul style="list-style-type: none"> <li>● Narrate a full account of the events of the resurrection story.</li> <li>● Suggest how resurrection</li> </ul>	<ul style="list-style-type: none"> <li>● Bible Luke 24:1-12</li> <li>● Bible Luke 24:13-35</li> <li>● The meaning of resurrection</li> <li>● Victory</li> <li>● Victory</li> <li>● Hope for ..... beyond</li> </ul>	<ul style="list-style-type: none"> <li>● Bible reading</li> <li>● Share experiences on how God reveals himself to his servants</li> </ul>



Sub - Topic	Specific objectives	Content	Suggested teaching and learning strategies
	<p>can influence our lives today.</p> <ul style="list-style-type: none"> <li>● Relate the experience of the two disciples who were walking to Emmaus.</li> <li>● Give lessons that can be learnt from the incidents of the failure to recognise Jesus.</li> </ul>	<p>earth</p> <ul style="list-style-type: none"> <li>● How resurrection can influence lives today.</li> <li>● Discuss the possible lessons that can be drawn from Luke 24:13-35</li> </ul>	<ul style="list-style-type: none"> <li>● Story analysis</li> </ul>
<p><b>JESUS APPEARS TO HIS DISCIPLES</b></p>	<p>At the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>● Relate the incidents of Jesus appearing to his disciples.</li> <li>● Tell the way the disciples were to be witnessed of the fulfilment of the prophecies.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Bible 24:36 - 49</li> <li>✓ Lesson for Christians</li> <li>● The relevance of Jesus appearance to individuals</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussion on the text</li> <li>✓ Bible reading</li> <li>● Discussion and explanation of the relevance of Jesus appearance to learners</li> </ul>



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# CHRISTIAN RELIGIOUS EDUCATION

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CHRISTIAN LIVING TODAY

## ABRIDGED CURRICULUM FOR S3

The abridged CRE curriculum has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. Critical content has been picked to be taught in the available time.

The learners thus will acquire the knowledge and skills needed at the ordinary level of education. This syllabus is for Senior Two. It combines work of Senior Two that was not taught and that of Senior Three. The critical changes are highlighted in the table below:

TOPIC	ACTION TAKEN	JUSTIFICATION
<b>RESPONSE TO VALUES</b>		These concepts are well explained in the sub-theme of Loyalty and Justice in Society.
<b>Working in the Changing Society:</b> Changes in the patterns of work	shifted	To be done while discussing types of change
<b>JUSTICE: the Church history section</b> Slavery practices, The Early Church, African slave trade and practices, oppression of minority groups	left out	The concept of slavery and oppression is taught in history
<b>JUSTICE: Old Testament</b> Use the kings – King Saul – King David – King Solomon – King Jeroboam – King Ahab	merged	They all explain one aspect of injustice
<b>Service:</b> in the Early Church	left out	The aspects of the Early

TOPIC	ACTION TAKEN	JUSTIFICATION
		Church are discussed in other themes.
<b>Loyalty</b> in the Middle Ages and recent times	left out	Catered for in the subtheme of Change.
<b>Happiness in the early Church</b> <ul style="list-style-type: none"> <li>• Ignatius of Antioch</li> <li>• Cyprian of Carthage</li> <li>• Augustine of Hippo</li> </ul>	left out	The following has been left out in consideration of the fact that their relevance to Ugandan learners is very minimal.
<b>Success</b> <b>CHURCH HISTORY</b> <ul style="list-style-type: none"> <li>• Teaching about unending life in Church History</li> <li>• General belief about unending life at the time of Christ</li> <li>• The preaching of the Apostles</li> <li>• The Middle Ages (distortion, fear of death, sale of indulgences)</li> <li>• Modern times (pre-destination Threatening/scaring preaching by the missionaries, correct teaching</li> </ul> <b>Success</b> <ul style="list-style-type: none"> <li>• Hindrances to success</li> <li>• Identification of successful people in society.</li> </ul>	left out	These mainly discuss the evolution of beliefs at that time. They are more of historical facts that can be learned at higher levels of education.

# SENIOR THREE TERM I

## THEME: MAN IN A CHANGING SOCIETY

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
<b>LIVING IN A CHANGING SOCIETY.</b>	The learner should be able to i) define change ii) identify the types of change, effects iii) share their experiences of how they have responded to change	<b>PRESENT SITUATION</b> a) Types of change; social, economic, political and physical b) Causes and effects of change	<ul style="list-style-type: none"> <li>Analysing pictures</li> <li>Group work and discussion about the various changes.</li> </ul>
	iv) identify the various ways in which Africans marked the different stages of change in life.	<b>AFRICAN TRADITION</b> c) Change in traditional society [ status, rites of passage)	<ul style="list-style-type: none"> <li>Analysis of written stories.</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<p>v) appreciate the role of Adrian Atiman and Apollo Kivebulaya as agents of change</p> <p>vi) mention ways in which worship and evangelism have changed over the years.</p>	<p><b>CHURCH HISTORY</b></p> <p>d) Agents of change; Adrian Atiman and Apollo Kivebulaya</p>	<ul style="list-style-type: none"> <li>• Historical briefs about Church History times</li> <li>• Guided discovery</li> <li>• Role-play about the role of the agents of change</li> </ul>
	<p>vii) identify the purpose and responsibilities of human beings at creation</p> <p>viii) describe the changes experienced by: – Abraham – The Israelites under</p>	<p><b>BIBLE: Old Testament</b></p> <p>e) Creation stories; Genesis 1&amp;2</p> <p>f) Changes experienced by Abraham and Moses</p> <p>g) The Decalogue as an instrument of change for the Israelites</p> <p><b>h) Prophet Amos a call to change.</b></p>	<ul style="list-style-type: none"> <li>• Video show Abraham or Moses' life</li> <li>• Bible reading and text analysis</li> <li>• Discussion about how the given personalities coped with change</li> <li>• Bible reading/film/video show about the ten commandments</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	MosesJoshua – The prophet Amos		<ul style="list-style-type: none"> <li>• Comparative study between the Decalogue and the constitution.</li> </ul>
	ix) Identify the New Testament teaching about change	<b>New Testament.</b> i) New Testament teaching on change j) Jesus as an agent of change k) Christians as agents of change l) Messengers from John the Baptist Matt.11:1-6 m)Parables in Jesus’ ministry; Matt.13:1-17, the parable of weeds Matt.13: 24-30. 1Corinth12:12-27 Mark 1:8-11 John 2:13-22 Acts 2:1-12	<ul style="list-style-type: none"> <li>• Bible reading, text analysis and discussion about the parables concerning responsibility.</li> </ul>
<b>WORK IN A CHANGING SOCIETY</b>	The learner should be able to i) define work.	<b>PRESENT SITUATION</b> a. Importance of work b. Abuse of work c. Solutions to the	<ul style="list-style-type: none"> <li>• Sharing of experiences and</li> <li>• Discussion about the meaning and</li> </ul>



Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	ii) identify the importance of work, problems associated with work and the solutions. iii) identify the different ways in which work is abused, what causes it and how it can be solved. iv) tell the factors influencing the choice of a career.	problems d. Careers and their choice	problems associated to work <ul style="list-style-type: none"> <li>• Debate on abuse of work in the modern times.</li> </ul>
	v) explain the Traditional African understanding of work. vi) express	<b>WORK IN TRADITIONAL AFRICAN SOCIETY</b> e. Understanding of work in ATS	<ul style="list-style-type: none"> <li>• Storytelling about the meaning and values of work in traditional Africa.</li> <li>• Discussion about the attitude</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<p>appreciation of the traditional African Society attitude towards work.</p>		<p>towards work in Africa.</p>
	<p>vii) Give examples of the ways workers were treated in the early centuries in the Roman Empire and why they were treated like that</p> <p>viii) Tell who monks and nuns were, why they chose that life and the</p>	<p><b>CHURCH HISTORY</b></p> <p>f. Role of the monks and nuns in the field of work</p> <p>g. The role of craft guilds in the field of work may not be very relevant to the Ugandan situation.</p> <p>h. The role missionaries played in the field of work.</p>	<ul style="list-style-type: none"> <li>• Reading of texts from the students' book and analysis of the text read</li> <li>• Guided discussion about personalities who tried to improve the working conditions of people of their time</li> <li>• Discussion about work ethics of the missionaries.</li> <li>• Discussion about</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<p>work they did</p> <p>ix) Identify the role missionaries played in the field of work.</p>		<p>the role of missionaries in Africa</p>
	<p>x) Give examples to show that God is a worker</p> <p>xi) Explain the ways in which human beings are co-creators with God.</p> <p>xii) Identify the ways in which work can be a disservice to God, according to Genesis</p>	<p><b>THE BIBLE</b> <b>Old Testament</b></p> <p>i. God as a worker and initiator of work</p> <p>j. Genesis 1&amp; 2.</p> <p>k. How human beings share in God’s creative activity through work Genesis 1:28 (co-create)</p> <p>l. How at times work divides us. (Cain and Abel), the Tower of Babel</p> <p>n) Israelites as slaves in Egypt Exodus1: 8– 15, 5: 7 – 19</p> <p>o) Old Testament.</p>	<p>• Bible reading and analysis of the text about the Old Testament perspective of work</p>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	xiii)express the realisation that God is at the centre of work xiv)mention the Israelites' laws protecting workers, according to Deuteronomy. xv) mention what prophets taught about work/employers and employees.	laws protecting workers Deuteronomy 24: 5 – 22 <b>p)</b> Prophets and their condemnation of worker exploitation Jeremiah 22: 13 – 17, Ezra 3, Amos 5:11 ff.	

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	xvi) tell what Jesus taught about proper values in our work.  xvii) describe how Jesus and his followers worked for the kingdom of God.	<b>New Testament</b> q) Jesus' teaching on the values which should be evident in our work Matthew 25: 14 – 30, Matthew 25: 31 – 46 r) Working for the Kingdom of God s) Attitudes we should develop in work; Romans 8: 18 – 25	<ul style="list-style-type: none"> <li>• Bible reading and analysis of the text about the New Testament perspective of work</li> </ul>
<b>LEISURE IN A CHANGING SOCIETY</b>	By the end of the subtopic, the learner should be able to i) define leisure. ii) identify types of leisure. <b>PRESENT SITUATION</b> iii) mention	a. Definition of Leisure b. Types of leisure; Active and passive c. Importance of leisure d. Problems associated with leisure today e. Abuse/misuse of leisure today (How and why)	<ul style="list-style-type: none"> <li>• Guided discovery into the meaning of leisure, the types of leisure and governing principles of good leisure.</li> <li>• Discussion about the importance, problems and abuse of leisure.</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<p>principles governing good leisure.</p> <p>iv) appreciate the importance of leisure.</p>		
	<p><b>AFRICAN TRADITION</b></p> <p>v) identify ways in which traditional Africans used their leisure.</p>	<p><b>AFRICAN TRADITIONAL SOCIETY</b></p> <p>f. Leisure in African Traditional Society; purpose and nature of leisure activities.</p>	<ul style="list-style-type: none"> <li>• Story telling about the leisure activities in traditional African society</li> <li>•</li> </ul>
	<p><b>CHURCH HISTORY</b></p> <p>vi) identify ways in which the Early Church used leisure.</p>	<p><b>LEISURE IN THE CHURCH HISTORY.</b></p> <p>g. Activities which were approved and disapproved by St Augustine Similarities and differences about spending leisure</p>	<ul style="list-style-type: none"> <li>• Discussion about leisure activities in Church History.</li> <li>• Sharing of experiences about leisure.</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
		time	
	<p><b>OLD TESTAMENT</b></p> <p>vii) mention purpose of the Sabbath day.</p> <p>viii) mention ways in which leisure time was spent in Old Testament and New Testament.</p>	<p><b>LEISURE IN THE BIBLE</b></p> <p><b>Old Testament</b></p> <p>h. Deuteronomy 5: 12 – 15; the purpose of the Sabbath day</p> <ul style="list-style-type: none"> <li>– For remembering God, for thanksgiving and praising Him for His goodness.</li> <li>– It is time to rest from work and strengthen fellowship</li> </ul> <p>i. Psalm 23: True peace is experienced through trust in God.</p> <p>j. Leisure activities in the Old Testament; Pilgrimages 1Samuel 25:2 –17 ceremonies, composition of</p>	<ul style="list-style-type: none"> <li>• Bible reading, analysis of text and discussion about the purpose of leisure and the Sabbath</li> <li>• Bible reading, text analysis and discussion about Jesus’</li> <li>• perception of leisure.</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
		<p>Hymns, recitation of the law etc.</p> <p><b>New Testament</b></p> <p><b>How Jesus spent leisure time;</b> John. 2: 1 – 12; Luke 10: 38 – 42, Mark1:35, Mark 4:10 – 20, John 8:1-11,Mark 3:1-6, Mark 10:13 –16, Matthew 6:5-13.</p>	
<b>JUSTICE IN SOCIETY</b>	<p>By the end of the subtopic, the learner should be able to:</p> <p>i) define justice.</p> <p>ii) mention cases of injustices in society today.</p> <p>iii) describe how each is a case of injustice.</p> <p>iv) identify the causes, effects and</p>	<p>a) Definition of Justice</p> <p>b) Injustices in society generally</p> <p>c) Specific case studies of injustices against women, children, mob justice</p> <p>d) Causes of injustice in society</p> <p>e) Effects of injustice in society</p> <p>f) Fighting injustice</p> <p>g) Role of the Church</p> <p>h) Role of the government</p> <p>i) Role of the citizens.</p>	<ul style="list-style-type: none"> <li>• Guided discovery into the meaning of Justice</li> <li>• Sharing experience on the injustices in society.</li> <li>• Sharing of experiences</li> <li>• Discussion about mob justice</li> <li>• Group work discussion concerning injustices in society.</li> </ul>



Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	solutions to injustice.		
	v) Mention the understanding of justice and cases of injustices in African tradition. State the causes of injustice in African tradition	<b>AFRICAN TRADITION</b> j) Concept/understanding of justice in the African Tradition k) Injustices in African Traditional Society	<ul style="list-style-type: none"> <li>• Historical brief about the concept of justice in traditional Africa</li> </ul>
	vi) mention the teaching on justice in the Old Testament and cases of injustices in the Old Testament (General and specific). i) identify the	<b>BIBLE</b> <b>THE OLD TESTAMENT</b> <b>Teaching on justice</b> l) Sinai Covenant – yardstick of justice in the Israelites community m) Injustices in the Old Testament Genesis3:1-13, 4:1-16, 11:1-9, 9:20-28, 34:12ff, Exodus 3:1-21, Micah 7:1;	<ul style="list-style-type: none"> <li>• Reading of the textbook and analysis of the text of minority groups</li> <li>• Bible reading, text analysis and discussion about justice in the Old Testament</li> <li>• Research work to students to specify the injustices carried</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	New Testament teaching on justice.	2 Samuel 11:1 n) Injustices in the Old Testament. <b>New Testament teaching on justice</b> o) Reconciliation Matthew 5: 23 – 24 p) Love for neighbour stressed outward is condemned Luke 18: 9 – 14 q) Miracles of Jesus (e.g. Mark: 2: 1 – 12 Condemned adultery Mark. 5:27 – 28; Condemned divorce Mark 10: 12; brotherhood Luke1Christian freedom Galatians 5: 22 – 23 r) Good relationship between servants and slaves Ephesians 6:5	out by various kings • Bible reading and text analysis of issues concerning injustices in society.
<b>SERVICE IN SOCIETY</b>	viii) define service and identify the purpose of	<b>SERVICE IN THEPRESENT SITUATION</b> s) Definition of	• Guided discovery of what service is • Newspaper reading and

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<p>service in the community.</p> <p>ix) define authority and explain the use and misuse of authority.</p>	<p>service</p> <p>t) Purpose of service in the community</p> <p>u) Various forms of service:</p> <p>v) Authority means service</p> <p>w) Authority (use and misuse)</p> <p>x) Expressions of authority as service</p> <p>y) Forms of authority and their corresponding responsibilities by professionals and parents</p> <p>z) Civic leaders and political Leaders</p> <p>-How do political leaders in Uganda attain power and authority?</p> <p>-Religious leaders</p> <p>-Qualities of a good leader.</p>	<p>discussion concerning service</p> <ul style="list-style-type: none"> <li>• Text reading about service</li> <li>• Historical brief about leadership</li> <li>• Bible reading, text analysis and discussion about God's authority</li> <li>• New Testament text reading and analysis about how Jesus used his authority.</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	x) identify various forms of authority in traditional Africa.  xi) describe the changing patterns of authority (service) in modern Africa.	<b>SERVICE IN AFRICAN TRADITION</b> a) Service in traditional African home and Community  b) Symbols of authority in African Traditional Society; drum, worshiping places, shield, Spear, Some forests and Some wells  c) Authority in Traditional Africa; Religious authority, Family authority, Civic leaders	<ul style="list-style-type: none"> <li>• Storytelling about service and authority in traditional Africa</li> <li>• Sharing of ideas about symbols of authority among different groups</li> <li>• Guided discovery on the qualities of a good leader</li> <li>• Discussion about authority in traditional Africa</li> <li>• Storytelling about outstanding servicemen</li> <li>• Sharing of ideas about symbols of authority among different groups</li> <li>• Discussion about authority in traditional Africa</li> <li>• Reading of the Church reference section about service and authority.</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<p>xii) explain the Israelites recognition of God's authority as supreme.</p> <p>xiii) appreciate Jesus' example as a servant.</p> <p>xiv) state ways in which Christians can serve in the community.</p>	<p><b>THE BIBLE</b></p> <p><b>The Old Testament</b></p> <p>a) The Israelites recognized God's authority as supreme:</p> <p>b) Exodus 3: 16 – 20: Isaiah 44: 6 – 8.</p> <p>c) He is the author of life, and acts to free his people Psalm 136.</p> <p>d) Men could abuse service Ezekiel 34:1-10; 2Samuel 11 &amp; 12)</p> <p><b>THE NEW TESTAMENT</b></p> <p>a) Jesus the Good Shepherd He came that man may have life John 10:10.</p> <p>b) He teaches the true purpose of</p> <p>c) authority (service) John 14:6); Preaching, Healing Miracles,</p>	<ul style="list-style-type: none"> <li>• Bible reading, text analysis and discussion about God's authority</li> <li>• New Testament text reading and analysis about how Jesus used his authority.</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
		d) Washing the feet of the disciples 13:1-15 e) Death on the cross f) Sending of the Holy Spirit g) The Christian community should have the spirit of service Ephesians 4:11 - 13	
<b>TERM2</b>			
<b>LOYALTY</b>	The learner should be able to i) define loyalty. ii) explain the importance of loyalty. iii) identify forms of loyalty and disloyalty. iv) indicate ways in which	<b>LOYALTY IN THE PRESENT SITUATION</b> a) Importance of loyalty b) Forms of loyalty and disloyalty c) Conflicting loyalties How Christians deal with conflicting loyalties <b>AFRICAN TRADITION</b> d) How Africans expressed loyalty	<ul style="list-style-type: none"> <li>• Guided discovery into the meaning of loyalty</li> <li>• Individual reading tasks about the forms of loyalty</li> <li>• Discussion about conflicting loyalties</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<p>loyalties conflict.</p> <p>v) describe how Christians deal with conflicting loyalties.</p> <p>vi) share experiences on how African traditional society practices loyalty.</p>	<p><b>CHURCH HISTORY</b></p> <p>a) The problem of dual citizenship for a Christian Philippians. 3:20</p> <p>b) How Christians expressed loyalty and disloyalty in the early church</p> <p><b>OLD TESTAMENT</b></p> <p>a) The Covenant as a guide for Israelite loyalty to God</p> <p>b) Israelite loyalty vs God’s faithfulness</p> <p>c) The prophets call to the Israelites to be loyal to God</p> <p><b>THE NEW TESTAMENT</b></p> <p>a) The New and Everlasting covenant prophesized by</p>	<p>• Bible reading, text analysis and discussion about loyalty in the Old and New Testament</p>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	vii) contrast Israel's disloyalty with God's faithfulness  viii) show the way the New and Everlasting Covenant was a fulfilment of Jeremiah's Prophecy.  ix) describe how Jesus expressed loyalty to His	Jeremiah (31:31 - 34)  b) Jesus expressed His loyalty to the Father by accepting death and interacting with people through His words and deeds John 8:28 - 29; 14:24; 4:34; Luke 2:49, Mark. 2:27; Mark 7: 1 - 7  c) Jesus encourages his disciples to follow Him.	



Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	Father and the people. x) express a readiness to respond positively to Jesus' call to follow His example.		
<b>LIFE HAPPINESS</b>	The learner should be able to i) define happiness. ii) identify the various sources of happiness and unhappiness.	<p><b>HAPPINESS IN THE PRESENT SITUATION</b></p> a) Definition of happiness b) Concept of happiness, causes/source of c) happiness (integration and balance of the material, cultural, moral and spiritual aspects d) of human living) Unhappiness today. <p><b>AFRICAN TRADITION</b></p> a) Happiness in African Traditional Society b) Unhappiness in	<ul style="list-style-type: none"> <li>• Sharing of experiences about happiness.</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	iii) identify sources of happiness and unhappiness in African Traditional Society.	African Traditional Society	
	iv) mention the sources of sadness in the Old Testament. v) appreciate Jesus as the source of happiness in the New Testament. vi) mention ways in which the Christian attitude can bring happiness in adversity.	<b>BIBLE</b> <b>Happiness in the Old Testament</b> a) Life is a mixture of joy and sorrow. Ecclesiastes 3: 1 – 22; b) Sources of happiness in Old Testament – Genesis2:23; companionship – Genesis 2:6 – 7; having children – Psalm 133: 1; union/fellowship with others – Psalm 128: 2 enjoying/sharing the fruits of	<ul style="list-style-type: none"> <li>• Reading of Biblical texts, analysis and discussion about the sources of happiness in the Old and New Testaments</li> </ul>


Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<p>Identify sources of happiness in the Old Testament.</p> <p>vii) mention the sources of sadness in the Old Testament.</p> <p>viii) appreciate Jesus as the source of happiness in the New Testament.</p> <p>ix) mention ways in which the Christian attitude can bring happiness in adversity.</p>	<p>– labour/work</p> <p>c) Prophecy of Jeremiah; Jeremiah. 2: 1 – 13, 8: 18 – 20, 30:10 – 22)</p> <p><b>NEW TESTAMENT</b></p> <p>a. Sources of happiness</p> <p>– Jesus, Son of God made man happy (the Good News of salvation Mark 1:1, Matthew. 5:1 – 10; the fundamental attitudes</p> <p>– (the Beatitudes) to God and life Luke 19: 1 – 10; opening up oneself to the Good News of the kingdom of God.</p> <p>– John. 16: 16 – 24 Jesus’ resurrection, a guarantee to happiness that is, a true and lasting reality.</p>	

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
		– Philippians 4:4 – 7; Our common effort to overcome selfishness and live in the spirit of the Beatitudes – Revelations 21: 1 – 4; is looking forward to complete happiness in the Kingdom of the Father.	
<b>TERM 3</b>			
<b>LIFE Cont'd</b>  <b>SUCCESS</b>	The learner should be able to: i) define success generally and in the Ugandan context. ii) express a desire to succeed in life. iii) identify ways of setting goals and	<b>SUCCESS IN THE PRESENT SITUATION</b> a) Definition of success b) Setting goals so as to succeed Identification of values to uphold in success c) Hindrances to success d) Identification of successful people in society e) How the church has been successful (number,	<ul style="list-style-type: none"> <li>• Sharing of experiences about success</li> <li>• Discussion about successful personalities and societies</li> <li>• Discussion about success in relation to the African tradition</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<p>achieving them.</p> <p>iv) express appreciation for the challenges and benefits of success.</p> <p>v) identify different aspects of success in African traditional society.</p> <p>vi) identify aspects that reflect the success of person.</p> <p>vii) find out the causes of success.</p>	<p>geographical spread, historical survival, Leaders and buildings/ Art?</p> <p><b>AFRICAN TRADITIONAL SOCIETY</b></p> <p>a) The concept of success in African Traditional Society</p> <p>b) Success was more social than personal</p>	
	<p>viii) discover how Job suffered though he was</p>	<p><b>THE OLD TESTAMENT</b></p> <p>a) How success depended on one's goals of life (achieve unity and</p>	<ul style="list-style-type: none"> <li>• Bible reading, textual analysis and discussion concerning success</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	righteous and successful. ix) show how Jesus was successful. x) elaborate on Jesus teaching about success. xi) identify aspects of success which were social or personal. xii) explore the connection between success and innocence. xiii) examine ways in which the church has been successful or a failed in	harmony with God) b) The Law as a guide to success; Deuteronomy 6: 1-9, Psalm 1, c) The suffering righteous; Job 1:1 – 3; 21: 7 – 15  <b>THE NEW TESTAMENT</b> a) How Jesus was successful (Philippians 2: 1-11; Matthew. 4: 1 – 11; 12: 18 – 21; Matthew 11: 4 – 6) b) What Jesus taught about success (Matthew 19: 16 – 22) Luke 9: 23 – 26 Romans 12: 1 – 21. c) Paul’s teaching about success d) Similarities and differences between success in Old Testament and New Testament	<ul style="list-style-type: none"> <li>• Character analysis of people who were successful in the Old Testament</li> <li>• Bible reading, text and analysis and discussion about the New Testament perspective of success</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	its roles and existence.		
<p><b>MAN AND WOMAN</b></p> <p><b>Family life</b></p>	<p>The learner should be able to</p> <p>i) define a family.</p> <p>ii) mention the different types of families, their advantages and disadvantages.</p> <p>iii) discuss the problems facing families today.</p> <p>iv) identify the positive roles of different people in a family.</p>	<p><b>PRESENT SITUATION</b></p> <p>a) Types of families (Nuclear, extended).</p> <p>b) Patrilineal and Matrilineal</p> <p>c) Problems facing families today</p> <p><b>AFRICAN TRADITIONAL SOCIETY</b></p> <p>a) Position and roles of men, women and children in families</p> <p>b) Importance of children</p> <p>c) Polygamy types, reasons, advantages and disadvantages</p> <p>d) Education of children in a family.</p> <p>e) Changing patterns in family life – 15</p>	<ul style="list-style-type: none"> <li>• Guided discovery into the meaning of family</li> <li>• Sharing of experiences</li> <li>• Concerning types of family</li> <li>• Individual reading tasks and `newspaper reading about problems facing families</li> <li>• Debate about advantages and disadvantages of polygamy</li> <li>• Discussion about education of children in Africa</li> <li>• Reading of texts from the reference from the reference</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	v) explain the importance of children in the family. vi) show the position of polygamy in African Traditional Society. vii) express appreciation of changing patterns in family life. viii) analyse the reactions of the missionaries towards traditional African customs.		section and analysis of the texts concerning family <ul style="list-style-type: none"> <li>• Bible reading, analysis of the texts and about family values in the Old Testament</li> <li>• Bible reading text analysis and discussion about the family patterns and values in the Old Testament and New Testament</li> <li>•</li> </ul>
	ix) identify the different patterns of family life that	<b>FAMILY LIFE IN CHURCH HISTORY</b> <ul style="list-style-type: none"> <li>• Christian ideal of mutual love and</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of texts from the reference section and analysis of the</li> </ul>



Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<p>were existing in Church History.</p> <p>x) show appreciation of the Christian ideal of mutual love and respect.</p>	<ul style="list-style-type: none"> <li>• Respect set out in the New Testament.</li> <li>• Early centuries in Africa</li> <li>• Existing patterns of family life</li> <li>• Those accepted by Christianity and those challenged by Christianity</li> </ul> <p>i) Middle Ages</p> <p>ii) Reformation and after with Emphasis on Christian family life</p>	<p>texts concerning family.</p>
	<p>xi) tell and appreciate what the Old and New testaments teach about family life.</p> <p>xii) analyse the position of the Bible on divorce and polygamy.</p> <p>xiii) discuss the role of the</p>	<p><b>BIBLICAL TEACHING ON FAMILY OLD TESTAMENT</b></p> <p>a) Old testament teaching on family life</p> <p>b) Family as the basis unit of society Genesis 12:1 – 5)</p> <p>c) Children as a sign of God’s blessings Genesis 15: 2, Psalms 128:3, 1 Samuel 1:8;</p>	<ul style="list-style-type: none"> <li>• Bible reading, analysis of the texts and about family values in the Old Testament.</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	family in the Old Testament and the New Testament.	Genesis 30: 1 – 8 d) Solidarity - Exod. 20: 12, Deuteronomy 5: e) Divorce is condemned Malachi 2:13 – 16; f) Divorce is permitted, [Deuteronomy 24:1-4), g) Polygamy is practised (1Kings 11:1-13; h) Stability of family/monogamy Genesis 2:21 – 24 i) The family is the centre of education Proverbs 22:1; 23: 13:1 - 14; 29: 15 – 17  <b>NEW TESTAMENT</b> a) Ideal of Monogamy Mark. 10: 1 – 12 b) Mutual love and respect Mark. 3:31 – 35)	<ul style="list-style-type: none"> <li>• Bible reading text analysis and discussion about the family patterns and values in the Old and New Testaments.</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
		c) Family to be outward looking to a wider human community Luke 2:46 – 50, 9: 57 – 62 d) Christians to be nation’s conscience. Romans: 13: 1 – 7; 1 Peter 2:13 – 17 e) Relationship within the family f) Ephesians 6: 1 – 4, Col 3: 18 – 21, 1 Peter 3: 1– 8 g) Love, acceptance and forgiveness Colossians3: 12	
<b>Sex Difference and the Person</b>	By the end of the sub-topic the learner should be able to i) define sex. ii) appreciate their sex differences and separate	<b>PRESENT SITUATION:</b> a) Definition of sex b) Discovering sexuality c) Inequality between women and men today d) Equality between men and women today e) Forming	<ul style="list-style-type: none"> <li>• Guided discovery into meaning of sex and sexuality</li> <li>• Sharing of experiences about equality of men and women today</li> <li>• Discussion about the achievements and challenges of women today.</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	roles in society. iii) give examples of cases of inequality and equality today.  iv) appreciate the achievements and challenges facing women organisation today. v) discuss the efforts being made to address the evil of inequality in society today.	relationship between male and female f) Women organisations (examples and aims) g) Achievements of women organisations h) Personalities in the struggle for equality of persons i) Challenges facing women organisation. j) Role of the following in the promotion of equality in society: – Government – Church – Schools k) Sex education today (how and why) l) Challenges of sex education today.	<ul style="list-style-type: none"> <li>• Discussion about the role of various institutions in promotion of equality in society</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	vi) stress the need for sex education today.		
	vii) mention ways in which women were discriminated against in ATS. viii) explain the significance of sex education in nurturing and upholding morals in society. ix) identify Christian ideal of respect for persons x) express appreciation	<p><b>AFRICAN TRADITION</b></p> <p>a) Practice of equality (how and why)</p> <p>b) Sex education in African tradition</p> <p><b>CHURCH HISTORY</b></p> <p>a. Christian ideal for respect for the person whether male or female</p> <p>– Hana Kageye</p> <p>– Yohana Kitagana</p> <p>b. Sex discrimination in church history</p>	<ul style="list-style-type: none"> <li>• Storytelling about the practice of equality in ATS</li> <li>• Discussion about sex education and how it was imparted</li> <li>• Reading of texts</li> <li>• Character analysis</li> <li>• Guided discovery into teaching about the equality of sex</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	of the contribution made by Hana and Yohana xi) mention cases of sex discrimination in church.		
	xii) identify cases of equality and inequality of sexes in the Old Testament. xiii) give examples of prominent women in the Old Testament.	<b>OLD TESTAMENT</b> a) Teaching about equality of sexes Gen 1:26-27, 2:18-25,3:1ff, Leviticus 19:18 Deuteronomy 15:12-14, Exodus 22:20-22,3:7-10 Examples of sex inequality in the OT, Exodus 2:7, Gen 3:8-17,29:18-28, 2 Samuel 11:1ff, Deuteronomy 24:1-4. 1 Kings 11:4, 2 Samuel 24:1-9. 1Kings 5:13-18	<ul style="list-style-type: none"> <li>• Bible reading and text analysis about sex equality and sexuality in general</li> <li>• Discussion about the importance of sex differences</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<p>xiv) explain the New Testament teaching about equality of sexes.</p> <p>xv) mention that Christianity advocates for equality of sexes.</p> <p>xvi) express appreciation of both children of God and joint heirs to the Kingdom of God.</p>	<p><b>NEW TESTAMENT</b></p> <p>a) Jesus proclaimed the dignity of persons basing on love as the foundation of all relationships. John 13:34-35,1:14-16, Mark 10:13-16.</p> <p>John 3:1ff, Luke 16:1ff, Galatians 5:13-15, Philippians 3:2-5</p> <ul style="list-style-type: none"> <li>– He is open to all kinds of people, regardless of their race John 4:1-9.</li> <li>– Social status Mark1:40-45</li> <li>– Profession Matthew 9:9-13.</li> <li>– Moral life John 10:38-42,11:1-5, Luke 7:36-39,</li> <li>– sex Luke 10:38-42,</li> <li>– Age Mark 10:13-16</li> </ul> <p>b) Discrimination of any form is a denial of family ties that</p>	<ul style="list-style-type: none"> <li>• Bible reading and analysis of texts</li> <li>• Discussion about the equality of humanity</li> <li>• Dramatization of Jesus association of people of different gender Luke 10:38-42.</li> <li>• Discussion about Christian unity.</li> </ul>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
		hold people Matthew 5:43 c) Christian unity Galatians 3:27-28 d) Unity in diversity 1 Corinthians 12:12-30	

## REMARKS

### 1. TOPIC: **RESPONSE TO VALUES.** (Removed)

- Respect for truth
- Respect for justice

#### Justification

These concepts are well explained in the in the subtheme of Loyalty and Justice in Society.

### 2. SUB TOPIC

#### **Change and work**

- Changes in the patterns of work can be done while discussing the types of change.

### 3. JUSTICE

- Slavery practices, the Early Church, African slave trade and practices, oppression of minority groups may not be very relevant to Ugandan situation. (Removed)
- Use the kings as examples to demonstrate the injustices in OT rather than handling specific case studies of them i.e.
  - King Saul
  - King David
  - King Solomon
  - King Jeroboam



- King Ahab
- Service in the Early Church
  - Monasteries
  - The Middle Ages
  - The Church in modern Africa (may not be relevant today)
- Loyalty in the middle ages and recent times of the Church is catered for in the subtheme of change.

### **Happiness in the Early Church**

The following have been left out in consideration of the fact that their relevance to Ugandan learners is very minimal.

- Ignatius of Antioch
- Cyprian of Carthage
- Augustine of Hippo
- Christian happiness in Africa today.

### **SUCCESS**

#### **CHURCH HISTORY**

- Teaching about un-ending life in Church History
- General belief about unending life at the time of Christ
- The preaching of the Apostles
- The Middle Ages (distortion, fear of death, sale of indulgences)
- Modern times (predestination  
Threatening/scaring preaching by the missionaries, correct teaching)

### **SUCCESS**

- Hindrances to success
  - Identification of successful people in society.

#### **CHURCH HISTORY**

NB. Aspects in happiness and success especially in church history may not be relevant to Ugandan learners.



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# ISLAMIC RELIGIOUS EDUCATION

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## ABRIDGED CURRICULUM FOR S3

The abridged IRE curriculum has been designed to address the learning gaps that were created as a result of the Covid 19 pandemic. Critical content has been picked to be taught in the available time.

The learners thus will acquire the knowledge and skills needed at the ordinary level of education. The syllabus is for Senior three. It combines work of senior two that was not taught and that of senior three. The critical changes are highlighted in the table below:

TOPIC	ACTION TAKEN	JUSTIFICATION
<b>Muslim ceremonies</b>	Left out	Covered it before the first lockdown of March 2020
<b>Jahiliyah Prophet's life, The Early Muslim community Migration from Mecca to Medina, The period of conflicts and wars. The period of peace and tranquility and the conquest of Mecca.</b>	Merged and content reduced	Summarised and taught in generalized way. Teaching the different aspects of the different topics will take a lot of time and yet the objectives of each of them shall be achieved.

<b>The death of prophet</b>	Left out	This is because it's merely story telling that the learners receive from other aspects of learning such as study circles and Friday Juma sermons.
<b>The caliphate period</b>	Merged	Summarised to the general contributions, factors to their rise and elections and challenges of all the caliphs.
<b>The introduction of Islam in Uganda</b>	Merged	Compressed to two major factors of trade and role of kings. The main objective is for learners to understand and appreciate the factors that facilitated the introduction of Islam in Uganda to date.
<b>Political-religious wars in Buganda</b>	Left out	They have no major contribution to spread of Islam and instead might instil negative attitude to the learners, leaving it out does not prevent the learners from achieving the objective of understanding the coming of Islam in Uganda.

# TERM 1

## TOPIC 1: JAHILIYA PERIOD IN ARABIA (PRE ISLAMIC ERA)

**GENERAL OBJECTIVE: BY THE END OF THE TOPIC, THE LEARNER SHOULD BE ABLE TO DESCRIBE THE CONDITIONS IN ARABIA BEFORE THE COMING OF ISLAM IN ORDER TO APPRECIATE THE REVOLUTIONARY NATURE OF THE MESSAGE OF ISLAM**

SUB-TOPIC	SPECIFIC OBJECTIVES	KEY CONCEPTS /CONTENT	TEACHING /LEARNING ACTIVITY
The social, moral, economic, political and Religious situation in Pre Islamic Arabia	By the end of the topic the learners should be able to i) explain the social and moral behaviours of the Arabs during the Jahiliyyah period. ii) relate the social and moral behaviour of the Arabs to that of Ugandans today.	a) Characteristics of the society and life in pre Islamic Period  b) Comparison of the pre Islamic life to the Ugandan Social, moral and economic life of Uganda today	i) Reading of texts ii) Guided Discussion on the characteristics of Jaliyah period iii) Sharing of ideas concerning the social, economic, Religious and political life in Uganda today iv) Note making on the comparison of the characteristics

SUB-TOPIC	SPECIFIC OBJECTIVES	KEY CONCEPTS /CONTENT	TEACHING /LEARNING ACTIVITY
			of both societies
	iii) explain the political set up of the Jahiliyyah Arabs. iv) describe the religions of the pre-Islamic Arabs. v)compare the economic activities of the Arabs to those of your society.	c) The political set up of the Jahiliyyah Arabs d) The religions of the pre-Islamic Arabs	v) Reading of texts vi) Reading of verses from the Quran vii) Discussion viii) Note making

## TOPIC 2: THE EARLY LIFE OF PROPHET MUHAMMAD (S.A.W)

**GENERAL OBJECTIVE: BY THE END OF THE TOPIC, THE LEARNER SHOULD BE ABLE TO DESCRIBE THE BACKGROUND OF PROPHET MUHAMMAD (SAW) IN ORDER TO APPRECIATE HOW HIS EARLY CHILDHOOD AND YOUTH IMPACTED ON HIS MISSION**

SUB-TOPIC	SPECIFIC OBJECTIVES	KEY CONCEPTS /CONTENT	TEACHING /LEARNING ACTIVITY
Muhammad's life before prophethood	By the end of the topic the learner should be able to i) describe the birth and the early childhood of prophet Muhammad PBUH. ii) explain how the early life of prophet Muhammad PBUH prepared him for prophethood.	a) Early childhood of prophet Muhammad PBUH b) His character before prophethood c) Prophet's reaction to the call	i) Discussion about the character of the prophet before his call to prophethood. ii) Guided discovery into God's revelation to prophet Muhammad SAW



## TOPIC 3: THE EARLY MUSLIM COMMUNITY

**GENERAL OBJECTIVES: BY THE END OF THE TOPIC THE LEARNER SHOULD BE ABLE TO APPRECIATE THE CONTRIBUTION OF THE EARLY MUSLIM CONVERTS TO THE SUCCESS OF MUHAMMAD SAW'S MISSION**

SUB-TOPIC	SPECIFIC OBJECTIVES	KEY CONCEPTS /CONTENT	TEACHING /LEARNING ACTIVITY
The public call (613-632)AD and the mistreatments against Muhammad SAW and the early Muslims	By the end of the topic, the learner should be able to i) describe the conversion of the early Muslim adherents to Islam. ii) describe the mistreatments of the early Muslims and their effects to the early community.	a) Arab's reaction to Muhammad's call b) Factors for the mistreatment of the early Muslims and their effects c) The effects of the social boycott to the community and the prophet	i) Discussion about Muhammad's PBUH reaction to the call ii) Guided discovery to the mistreatments-social boycott, migration to Abyssinia

## TOPIC 4: THE MIGRATION FROM MECCA TO MEDINA

**GENERAL OBJECTIVE: BY THE END OF THE TOPIC, THE LEARNER SHOULD BE ABLE TO GIVE THE REASONS FOR AND CIRCUMSTANCES SURROUNDING THE MUSLIMS' MIGRATION FROM MECCA TO MEDINA**

SUB-TOPIC	SPECIFIC OBJECTIVES	KEY CONCEPTS /CONTENT	TEACHING /LEARNING ACTIVITY
The great Hegira (622 AD)	By the end of the topic, the learner should be able to: i) explain the circumstances that led to the Muslim migration to Medina ii) explain the importance of Hejira to Islam iii) appreciate the of the Medina Constitution	a) Causes of Muslims' migration to Medina b) Events during prophet's migration to Medina and significance c) The content of Medina constitution	i) Discussion on the causes and importance of prophet's migration to Medina ii) Question and answer session on the events of the migration iii) Guided discovery on the terms of the Medina constitution

## TERM 2

# TOPIC 5: THE PERIOD OF CONFLICTS AND WARS

**GENERAL OBJECTIVE: BY THE END OF THE TOPIC, THE LEARNER SHOULD BE ABLE TO EXPLAIN THE REASONS FOR AND THE CIRCUMSTANCES SURROUNDING THE CONFLICTS AND WARS BETWEEN THE MUSLIMS AND THE PEGANS OF MECCA**

SUB-TOPIC	SPECIFIC OBJECTIVES	KEY CONCEPTS /CONTENT	TEACHING /LEARNING ACTIVITY
Muslim and Meccan battles between 624AD-627AD	By the end of the topic the learner should be able to i) describe the three different battles. ii) explain the causes of the battles. iii) explain the lessons from the battles to the Muslim community.	a) Events of the battles (Badr, Uhud, Khandah) b) The causes of the battles c) Lessons drawn from the battles	i) Guided discovery on the causes of the battles ii) Story telling about the events iii) Discussions on the lessons drawn

## TOPIC 6: PERIOD OF PEACE AND TRANQUILITY

**GENERAL OBJECTIVE: BY THE END OF THE TOPIC, THE LEARNER SHOULD BE ABLE TO EXPLAIN THE REASONS FOR AND THE CIRCUMSTANCES SURROUNDING THE TRANSITION FROM VIOLENCE TO PEACEFUL CO-EXISTENCE BETWEEN THE MUSLIMS AND THE PEGANS OF MECCA**

SUB-TOPIC	SPECIFIC OBJECTIVES	KEY CONCEPTS /CONTENT	TEACHING /LEARNING ACTIVITY
The treaty of Hodayibiyya	By the end of the topic, the learner should be able to i) explain the factors behind the signing of the treaty of Hodayibiyya. ii) state the terms of the treaty of Hodayibiyya. iii) importance of the treaty to the transition from violence to peaceful co-existence between the Muslims and the Arabs.	i) The events to the signing of the treaty ii) The terms of the treaty iii) The importance of the treaty to the Muslim community	i) Story telling of the events to the treaty ii) Discussion on the terms of the treaty iii) Guided discovery on the importance of the treaty iv) Guided discovery on the non-use of violence to peaceful resolutions

## TOPIC 7: THE CONQUEST OF MECCA

**GENERAL OBJECTIVE: BY THE END OF THE TOPIC, THE LEARNER SHOULD BE ABLE TO EXPLAIN THE CIRCUMSTANCES SURROUNDING THE CONQUEST OF MECCA AND THE REACTIONS OF DIFFERENT COMMUNITIES**

SUB-TOPIC	SPECIFIC OBJECTIVES	KEY CONCEPTS /CONTENT	TEACHING /LEARNING ACTIVITY
Conquest of Mecca 630 AD	By the end of the topic the learner should be able to i) describe the events to the conquest of Mecca. ii) describe the course to the conquest. iii) importance of the conquest to the Muslim community to date.	a. Circumstances that led to the conquest b. The peaceful course and movement of the Muslims and the Prophet to Mecca c. The importance of the conquest to the Muslims	i) Discussion about the circumstances that led to the conquest ii) Story telling about the movement iii) Guided discovery into the importance

## TOPIC 8: FAREWELL PILGRIMAGE

**GENERAL OBJECTIVE: THE LEARNER SHOULD BE ABLE TO EXPLAIN THE MESSAGE IN THE PROPHET'S FAREWELL SERMON, DESCRIBE THE LIFE OF THE PROPHET AND MAKE AN ASSESSMENT OF HIS MISSION**

SUB-TOPIC	SPECIFIC OBJECTIVES	KEY CONCEPTS /CONTENT	TEACHING /LEARNING ACTIVITY
The prophet's farewell pilgrimage The achievements of the prophet in his mission	By the end of the topic, the learner should be able to: i) explain the contents of the prophet's farewell address. ii) explain the importance of the farewell speech to the Muslim community. iii) describe prophet's achievements in the 23 years of his mission.	a) Farewell speech b) Importance of the speech c) Factors that supported Muhammad's mission d) The prophet's achievements in the 23 years	i) Listening to the contents of the speech ii) Discussions on the importance of the speech iii) Guided discussion and discovery on the factors that supported the prophet's mission and his achievements

## TERM 3

### TOPIC 9: CALIPHATE PERIOD

**GENERAL OBJECTIVE: LEARNERS SHOULD BE ABLE TO DESCRIBE THE ROLE OF THE CALIPHS IN THE DEVELOPMENT OF THE MUSLIM COMMUNITY AFTER THE DEATH OF THE PROPHET**

SUB-TOPIC	SPECIFIC OBJECTIVES	KEY CONCEPTS /CONTENT	TEACHING /LEARNING ACTIVITY
<p>The four rightly guided caliphs 632-662AD</p> <p>The caliphate's contributions to the development of Islam</p> <p>The challenges faced through the caliphate</p>	<p>By the end of the topic, the learner should be able to</p> <p>i) describe the contributions of the four rightly guided caliphs to Islam before their caliphate</p> <p>ii) explain their contributions during caliphate.</p> <p>iii) explain the challenges faced during their leadership.</p>	<p>a) The four rightly guide caliphs and their support to the prophet</p> <p>b) The numerous contribution s during their caliphate</p> <p>c) The challenges they faced in their leadership</p> <p>d) How the challenges were solved</p>	<p>i) Group work and report writing on the contributions before caliphate</p> <p>ii) Discussions about the contributions and achievements of the caliphs</p> <p>iii) Guided discussions on the challenges and the solutions during their leadership</p>

## TOPIC 10: PRE-ISLAMIC UGANDA

**GENERAL OBJECTIVES: BY THE END OF THE TOPIC THE LEARNER SHOULD BE ABLE TO DESCRIBE THE SOCIAL, CULTURAL AND RELIGIOUS CONDITIONS IN UGANDA BEFORE THE COMING OF ISLAM**

SUB-TOPIC	SPECIFIC OBJECTIVES	KEY CONCEPTS /CONTENT	TEACHING /LEARNING ACTIVITY
The social, cultural, Religious and economic life of Uganda before Islam	By the end of the topic, the learner should be able to i) explain the life of Uganda before Islam ii) compare the social, Cultural, Religious and economic life then to present day. iii) describe how the above life favoured the introduction of Islam.	a) The social, cultural, Religious and economic conditions of Uganda before the coming of Islam and today b) Identification of similar ways of life to Islam	i) Guided discovery on the life of Uganda before and today ii) Drama on the similar characteristics of Islam and Uganda iii) Group work and report writing on the findings



## TOPIC 11: INTRODUCTION OF ISLAM IN UGANDA

GENERAL OBJECTIVE: **BY THE END OF THE TOPIC, THE LEARNER SHOULD BE ABLE TO IDENTIFY THE FACTORS THAT FACILITATED THE SPREAD OF ISLAM IN UGANDA**

SUB-TOPIC	SPECIFIC OBJECTIVES	KEY CONCEPTS /CONTENT	TEACHING /LEARNING ACTIVITY
Factors that led to the spread of Islam in Uganda	By the end of the topic, the learner should be able to i) explain the role of trade in the spread of Islam in Uganda. ii) describe the role of Kings and Chiefs in the spread of Islam in Uganda.	a) The role of trade in the spread of Islam b) The reign of Muteesa I as the golden age in the spread of Islam c) The entry of Europeans in Buganda and its effect to the spread of Islam	i) Discussions about the Ugandan reaction to the new religion ii) Brainstorming and report writing about the role of Muteesa 1 in the spread of Islam iii) Guided discovery on the impact of trade to the spread of Islam





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